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PLAYGROUND ISSUE

APRIL 1951 35c

NATIONAL RECREATION ASSOCIATION



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Recreation



THE MAGAZINE OF THE RECREATION MOVEMENT

CONTENTS

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Vol. XLV Price 35 Cents No. 1

On the Cover

Go ahead and pitch! This youngster is ready for anything. And why not! While having the time of his life playing America's favorite game, he's learning to be alert, agile and able. Through playground activities, the citizen of tomorrow is absorbing the rules of fair play—and enjoying every minute of it. Photo, courtesy of Long Beach, California, Recreation Commission.

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Next Month

In observance of National Hospital Day, May tenth, this issue will carry an article on the recreation program in Veterans Administration Hospitals. Miss Agnes Haaga, Director of Creative Dramatics at the University of Washington, has written excellent suggestions for creative dramatics in the recreation program; and an article on family vacations in state parks will make you want to pack your kit at once! A revision of "Suggestions for Recreation Training Programs in Colleges and Universities" will be included.

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A Service Organization Supported by Voluntary Contributions

Executive Director, JOSEPH PRENDERGAST



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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies,

public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

HOSTELING

Is

WHAT HOSTELING

Does



THE NUMBER ONE emphasis in recreation should not be upon facilities or program or organization or administration—but upon people.

We are dependent upon other human beings to a degree far greater than ever before. The attitudes of people, the meaning in life that they can discover together, the sound motivation that they can recognize and test in broadening experiences are matters of great importance.

Yet social forces have resulted in the destruction of many primary group ties, the dearth of warm human contacts, "spectatoritis," the inability to develop and maintain a sound sense of values and the separation of people from the evolving processes of nature and their restorative powers.

The tensions and conflicts of the world today make all the more urgent those attitudes of mutual respect and understanding on a deep level among all people. It is essential that communities and nations know each other through persons. Every promising avenue must be explored and, if found worthy, used.

Youth and young adults, especially, are groping instinctively for personal development. They are seeking vigorous, purposeful, interest-compelling activity—activity which helps them to sustain faith and confidence in themselves and in life. It is a real challenge to recreation leaders to hold their interest because of their lengthening period of dependence, their difficulty in transition from adolescence to adulthood and in distinguishing and defining a satisfactory and stable role for themselves in society.

Good recreation, meeting a basic human need not dimmed by war, can do as much to lift the level of civiliza-

tion during the next century as the development of the common school has done during the past century. Even barring the disaster of another total war, there is likely to be no early return to "normal" peacetime conditions. The continuing tensions and strains of a war environment demand an even greater need to use our leisure more wisely. Constructive, inexpensive recreation—and the values which flow from it—will become even more significant than it has been in the past.

When the play movement was first organized, there was a great emphasis upon the idea of playgrounds—a compartment of life associated with a specialized area. Great strides have been made since then in reaching the fuller realization that an adequate program of recreation must be as broad as life itself. Just as the sources of life and happiness have no boundaries, so recreation must be freed completely from any narrow limits.

Recreation must be more and more concerned with social living and integration—a continual awareness of cause and effect. Such emphasis means concern for the ability to adjust one's interests and life to the interests and life of all others. It means identification of one's self with others. It includes relationships with one's own conscience, with one's family, community, with nature and all mankind. But the degree to which we do this will depend upon the intelligence with which we guide our recreational efforts. Necessarily, they must be much broader, much freer, much more dy-

namic and adaptive in the future than they have been in the past.

In such a setting, hosteling meets the test of being an excellent education-recreation activity. It is a practical and inexpensive program of travel and recreation unduplicated by any existing organization and open for use as an activity resource by all community groups. As in education or other types of recreation, its contribution to the social scene cannot be told adequately in figures. Its highest values lie in the intangibles.

Hosteling embodies the ideals, techniques and enthusiasms of worthwhile recreation. It is as far removed from the common gloomy reform youth movements as sunshine is from rain. It is no cult of the simple life. It is not a crusade; and it is simple and direct in its appeal. Its content is first-hand experience, learning by doing, group planning and problem-solving. It opens new vistas to youth in an unique program that not only feeds imagination and love of adventure, but encourages initiative and personal responsibility. In its round-the-clock rhythm of work, rest and play, it helps to develop a balance of individual freedom and social responsibility and to demonstrate in practice the relationships of one's own efforts not only to one's own well-being, but also to the welfare of others. It contributes to the satisfaction of fundamental human appetites—such as the hungers

MR. MILLER was formerly executive director of American Youth Hostels, Inc.

for purposeful self-expression, creativity, friendship, belonging to a group, recognition and cooperation.

There is in hosteling much flexibility and a minimum of rules, regulations or requirements. Regimentation or mass conformity is taboo. Behavior is guided largely by adherence to the ideals and customs of hosteling—practices which all hostelers agree to follow and which have been self-imposed, as they developed over the years.

Participation may be along the lines of one's own interests, by one's self, in a family group, in the company of close friends or in a group with similar interests from any bonafide organization or agency. It can be upon a self-directed or upon an organized activity basis, with leadership of a general supervisory type, or of an organizational and specialized kind.

Hosteling offers a year-round recreational opportunity at the different periods of free time. It can reach a wide age range and can easily be a life-long expression of leisure-time interest. It is one of the all-round co-educational activities in which there is happy cooperation between the sexes. It can be equally appealing to rural and urban youth.

Hosteling is not a spectator sport, but it is healthful exercise. What it offers is neither soft nor easy. Its simple and often rugged life demands energy and self-reliance. Yet, hostelers go at their own leisurely gait and can adapt the energy requirements to their physical needs and capacities.

Hosteling is a great reconciler of the urban folk with rural folk, of one class with another, of the old with the young, of one people with another, and—perhaps most important of all—of one's self with one's environment. It teaches people perception—to see what they go by, to understand more fully what they see. Hosteling puts

youth upon their feet and takes them out of a cut-flower civilization. It puts them into contact with the sun, the air, the soil and the struggle upon which so much of our nation's vitality is based. They get away from the neon lights, the superficialities and froth of life; away from the brick and cement foundation which is poor soil for physical, moral and spiritual growth. Their view of the countryside is not a fleeting train or car window blur. It is the genuine appreciation of farm and woodland, of people to whom the land is home and of the life that is lived there.

In its close group life, it provides the emotional release of living together—acquiring social habits, exercising leadership, cooking meals, accepting personal responsibility for one's share of cleaning and joining in the community activities of the hostel. In the democratic hostel environment there is the sharing of chores and coming to grips with the fundamental lessons in domestic economy lacking in the daily lives of so many youth. Group feeling and ties of friendship result from the common experience which crosses religious, racial and economic differences. The benefits to be derived are for the overprivileged, as well as for the underprivileged—perhaps more. Social distinctions disappear and youth value each other for their basic worth as individuals.

The horizons of hosteling are worldwide and its scope international. From Central Europe, where the movement was founded in 1910, it has spread to twenty-five countries. The membership now totals over one million, with four million overnight guests welcomed annually in 2,340 hostels. Membership cards issued by any of the hosteling associations are accepted at every recognized youth hostel throughout the world. The International Youth Hostel

Federation is a success in being one of the relatively few organizations to achieve an international character. As *McCall's Magazine* recently stated, "Any teen-age boy or girl with a bike and a membership card has, we think, the world by the handlebars."

Participating members constitute a widely-distributed group who have shared with many others their experiences in international living. Through friendly association and leisurely travel with the youth of other countries, they have gained insight and deep-rooted friendships that are, unfortunately, denied most travelers abroad. Greeted everywhere as citizens of this commonwealth of youth, their outlook has gained wider dimensions. They are drawn together by the common language and customs of hosteling. Even those differences in native tongues do not seem great since interests are focused upon similarities rather than upon differences. Hostelers observe the ripe and mellow virtues of older civilizations of older people—their love of home and family, their joy in play, their loyalty to neighborhoods, the love of beauty and companionship. Only when our increasing travel to unknown places brings back some of these fine things is it serving its real purpose.

As an opportunity to broaden horizons, personalize vital problems and lay intellectual and cultural foundations of understanding, hosteling pays ample dividends by assisting more young people to become self-reliant, community-minded and world-minded citizens. Youth, given such an inexpensive opportunity to roam with a purpose, will carry on and travel far. Recreation leaders, analyzing youths' enthusiastic response to the question, "What is hosteling?" will invariably find ample justification in the reply "Hosteling is what hosteling does!"

"Heaven in another world is all right, but important, too, is a little of life, comradeship, creation, fulfillment, achievement, joy, happiness every day."

—Howard S. Braucher.

• • • • • *Things You Should Know . .* • • •

● **REGARDING THE USE OF CHLORINE** in swimming pools, the representative of the National Production Authority in charge of the chlorine program advises that Order M-31, regulating the distribution of chlorine for treatment of drinking water and sewage disposal, does not affect swimming pools. No permits or allocations are required. He states that the operators of swimming pools are free to place orders for chlorine with their regular distributors.

● **LOW CITY TAXES** are not the chief attraction for industries seeking new plant locations. According to the American Society of Planning Officials, the offer of low tax assessments often discredits a city which is trying to induce an industry to locate within its bounds. However, high on the list of things needed by a community to attract industry, as suggested by industrial representatives, are "adequate recreation facilities and places of congregation where people can play or visit together."

● **A DRAMATIC EXAMPLE** of the possible effects, on the local level, of the proposed increase of the national labor force to meet the projected emergency production program is the Savannah River Project of the Atomic Energy Commission. Here, three thousand five hundred people are being displaced from a rural area to make way for the construction of a new atomic plant. Thirty-five thousand temporary construction workers will be brought in to do the job (eight thousand this year). This will mean the immigration of over one hundred thousand people into

an area of two hundred fifty thousand acres with a present population of two hundred thousand.

Imagine what this will mean from the point of view of public recreation facilities! There will be other big projects, but, in addition, we must not forget that even a small, new defense plant in a small community will put an extra burden on the local public recreation facilities. As we all know, one of the significant recreation developments in World War II was the tremendous extent to which industries turned to recreation to maintain and increase production through increase in the efficiency of the individual worker and reduction in turn-over and absenteeism.

● **THE OVER-ALL ESTIMATE OF MATERIAL REQUIREMENTS** of municipal park and recreation departments for 1951 and 1952, as submitted to the National Production Authority through the Federal Security Agency by the National Recreation Association (see page 535, March RECREATION) totaled thirty-eight million dollars—of which almost thirteen million was for maintenance equipment, over five million for supplies and equipment, almost three million for construction other than buildings and sixteen million for buildings.

● **THE MAYBANK-SPENCE DEFENSE HOUSING and Community Facilities and Service Bill**, introduced into Congress in January, is "to assist the provision of housing and community facilities and services in connection with the national defense."

The bill declares it to be a matter

of Congressional policy "that where military personnel or civilian workers required for the carrying out of national defense activities being, or to be, undertaken in any area or localities, or other additions to the local labor force are required for such purpose, housing and community facilities and service for such persons and their families represent essential defense needs, and that the defense and security of the nation, therefore, require that housing and community facilities and services needed to support national defense activities shall be provided in sufficient time to avoid delaying or impeding such activities."

The bill provides that "wherever practicable, existing private and public community facilities shall be utilized or such facilities shall be extended, enlarged, or equipped in lieu of constructing new facilities" and that such "community facilities and services shall be maintained and operated by officers and employees of the United States only if, and to the extent that, appropriate local public and private agencies are, in the opinion of the administrator, unable or unwilling to maintain or operate such community facilities and services adequately with their own personnel and with grants or payments authorized to be made" by this bill. Hearings are now being held on the bill.

● **MINIMUM WAGE STANDARDS** for seventy-five thousand workers in New York State's amusement and recreation industry have been ordered by the State Labor Department. The directive goes into effect on April 22, when the State Minimum Wage Law will cover eight industries and 1,100,000 workers in low-paid fields.

For the entire industry, a minimum of seventy-five cents per hour has been established, although the order permits exceptions to this rate. Employees directly affected include bat boys, movie cashiers, caddies, pin boys; motion picture cleaners, porters, matrons, ticket takers, doormen and ushers; ball chasers, scoreboard boys and messengers in professional sports activities; beach chair, umbrella and locker room attendants at beaches and pools and ushers at commercial sports exhibitions.

RECREATION



"Whither 'Western' Square Dance?"

Sirs:

I feel that this article is biased and unfair in its criticism of so-called "western" dancing. In the first place, it tries to make a comparison between the East and the West, which cannot be done justly. The heavily-populated areas of the East, with so many who are new to this country, offer a different picture from the West, which principally is settled by children of the early pioneers. We do not have the large halls and outdoor courts to accommodate classes and, therefore, limit our participants to smaller accommodations. Small groups of fifty couples here are as suitable as the large groups of thousands in the East. They definitely make for more sociability and a "know-your-neighbor" feeling.

... The club idea is no more urban than the Grange, country sewing circle and many other rural organizations which bring together people who have common interests. Here it assures the committee that enough money will be in the "pot" to meet the expenses of the year, since no clubs are subsidized by outside agencies. They are run by committees which still adhere to the democratic way of living, and the caller and teacher answer to the wishes of the committee.

There are probably places in this country where some callers and teachers like to be considered first in everything. That is only natural. Every organization has its show-offs, and it seems to be a trait about which little can be done. They do not alarm me because society takes care of them.

... I wonder how much "western"

dancing the writer of the article has done or with what western groups he has worked? It is true with most people that they do not like what they cannot do. Square dancing receives its greatest criticism from those whose "feet are set in concrete." I have noticed, and particularly is this true of the men, that once people start, they become its greatest addicts.

Why is there so much criticism of the swing, the whirl, the twirl and other movements which may bring genuine joy to the ones doing them? As long as the pattern of the dance is not hindered, why compare those who get fun from swinging twice to those who are capable of swinging only once? Nothing was said about the poor dud who slows down the entire dance because of his slow coordination. He is just as much of a menace to square dancing as those who overdo it.

... Why, too, should the costume come under such careful scrutiny? If one feels his best in a fancy shirt or the women feel prettied up in their long dresses, why should anyone care as long as they personally get joy from wearing them? A good dancer never allows the costume to hinder his performance. If the lovely long dresses of the ladies hinder some other dancers on the twirls, probably you've over-sold your house and you should get larger quarters or not allow so many present. I have never known dress to keep anyone from dancing if he really wants to dance.

No one section should say that what is done in its area should be done throughout the country. When we make

everyone . . . , in general, do the same thing in the same way at the same time, we are going to kill square dancing. Why cut everyone in the country out of the same cookie cutter?

If one could see or participate in one of our "western" dances, with the bright-colored shirts, the beautiful long, flowing dresses, the intricate steps and patterns performed with ease and grace, he would come again and again, as many do.

E. S. HENDERSON,
Park Board Supervisor
of Recreation, Spokane

(Article appeared in RECREATION,
November 1950.)

A Plea

Sirs:

If, when walking down John Street South in Hamilton, Ontario, Canada, you chanced to glance through a large picture window in a rather old building, you would be rewarded with a very lovely interior picture. Facing the south wall sits a white-haired gentleman of some seventy or more years, strumming on a piano (also of ancient vintage . . . and behind him sit, at small tables, about twenty ladies and gentlemen about his own age. Some are intently playing cards; some, checkers; and some are just chatting. They may have felt their seventy and eighty odd years when they entered, but now their years appear to have dropped away and they are young again.

Later in the afternoon, a couple of Junior Leaguers serve their guests with tea and cookies. Between four and five, you will meet these ladies and gentlemen walking down in pairs and groups, faces bright, talking and laughing. Before this "Senior Club" was organized, their afternoons were mostly spent in small, back rooms, looking at four dingy walls, feeling unloved and unwanted.

More of these centers are needed for pensioners to make their last days happy and to give a lift to their morale. Youth is so well looked after these days that the aged are sometimes forgotten and neglected now that their incomes are depleted.

"HAMILTONIAN,"
Hamilton,
Ontario, Canada

RECREATION



I AM A CHILD

I am a child.
 All the world waits for my coming.
 All the earth watches with interest to
 see what I shall become.
 Civilization hangs in the balance.
 For what I am, the world of tomorrow
 will be.
 I am the child.
 I have come into your world about
 which I know nothing.
 Why I came I know not;

How I came I know not.
 I am curious; I am interested.
 I am the child.
 You hold in your hand my destiny.
 You determine largely whether I shall
 succeed or fail.
 Give me, I pray you, things that make
 for happiness.
 Train me, I beg you, that I may be
 a blessing to the world.

Percy R. Hayward

Reprinted through courtesy of *Children's Religion* and the author.

1st First Impressions



Would a first visit to your playgrounds bring forth a report like this?

EVERYONE was most friendly and cooperative during my unexpected visit to Memphis, Tennessee. Upon arrival I was introduced to most of the supervisors who, like everyone else, were most interested in our coming congress and in the person who is to take Miss Preece's place. Mrs. Essie Hopping, the supervisor of arts and crafts, was delegated to show me the playgrounds.

One of my earliest impressions was how attractive everybody looked in his or her starched white uniform. Later I noticed how these uniforms "stood out" on any playground, making it possible at a glance to locate the person or persons in charge. All playground workers wear them. All workers are under civil service regulations for the first time.

The second impression was the prestige carried by the official markings on the vehicles, which designated them as belonging to the City Park Commission, Memphis, Tennessee.

Other outstanding features on the playgrounds were the great number and the attractiveness of the swimming and wading pools and the eye-catching bulletin boards which were, for the most part, done in red, white and blue and not only advertised the program, but appealed for a safe holiday. Most of the playgrounds were

decked out in festive-colored pennants.

One more unusual feature was the designation of each playground. The name is attractively and conspicuously posted and carries under it some saying such as "Acres of happiness for health and pleasure."

Holiday celebrations were being held at nearly every place I visited. On one playground, the children had brought box lunches; a civic organization had donated a large barrel of lemonade; and everyone was enjoying a holiday picnic. Prior to lunch, there had been a doll show, and the winners were proudly wearing the badges (mostly crepe paper) which were their prizes.

CRAFTS PROJECTS—All playgrounds, I was told, were engaged in a crafts project which was proving to be most popular. They were making "fruit banks." Each child would bring a piece of fruit—an apple, orange, pear and so forth—to be covered with papier-mache. When this had hardened, it would be cut in half with a razor blade, the fruit removed, the two papier-mache sides pasted or taped together, the whole painted to resemble the real fruit and, last but not least, a slot cut out so that money could be dropped into the bank.

Mrs. Hopping said that they did a great deal with wall-paper. Sheets from the books of samples were used to make book covers, boxes and other common articles. Much of the woodwork from the workshop classes was "prettied" by pasting a floral design from the wallpaper onto the shelf, box or book end and shellacking over it.

Another project which had caught on was the making of bags, pocketbooks and other articles from some ready-to-be-discarded monk's cloth stage curtains, which had been washed and dyed in the costume department and given to the children for handcraft projects. Because these were so heavy and coarse, they enjoyed working with them, using large darning needles and brightly-colored yarn for embroidery.

At the one playground where they were picnicking, they had happened upon another use for waste materials. Coke bottle tops were being covered with cloth and sewn together to make hot placemats. The sticks from popsicles were saved, washed and used for the rungs in ladder tournaments. They were uniform in size and large enough to bear printed names.

REGISTRATION—There seem to be two schools of thought on this subject. One is that registration is a great responsibility and must, of necessity, be accomplished on the first day. This procedure, unfortunately, is often followed by playground leaders. Result—the first day is a great disappointment to many children, who come expecting something to happen and are left solely

On July 3, 1950, Miss Mildred Scanlon, one of the new staff members of the NRA, was sent to Memphis for one day, as part of her "orientation." Her visit resulted in this unedited report.

to their own devices, except for registering.

On other playgrounds, the object of the first day is not to register children but to help them to have such a good time that they go away with a fond spot in their hearts for both the leaders and the playground, and a burning desire for the next day to dawn so that they may return. In these cases, the registration activity is incidental. Usually it is accomplished by a junior leader—or the slips are sent home with the youngsters and almost always, so they tell me, returned the next day.

Here, in Memphis, they use the less formal method. They keep a guest book and everyone registers in it once during the summer, usually near the beginning of the season and under the direction of a junior leader.

The playgrounds are open from nine to six, but are closed on Saturdays and Sundays. The staff holds its meeting on Saturday morning. Previously, these meetings were held Monday morning, but that meant that the playgrounds had to be closed or unsupervised during that time and quite often the staff could not reach their playgrounds on time for the afternoon activities. A study of Saturday's attendance over a period of years showed that this was the slowest playground day.

IS IT OPEN?—Another point which interests me is how people can tell whether or not the playground is actually open. Mothers have no desire to leave children on unsupervised areas. How can they tell, at a glance, that someone is in attendance? Here, in Memphis, every playground has a flagpole. Each day opens with a flag-raising ceremony. When the playground is closed, the flag is lowered. In this way, the observer can tell by the flagpole whether or not the playground is officially open.

GENERAL OBSERVATIONS—In their preseason training course, each staff member is presented with a handbook. For this he pays a two dollar deposit. At the end of the season, when it is returned, he collects his money. It was interesting to note how many nature activities were included in program. The playgrounds are so situated that a great many of them offer excellent opportunities for nature study in adjoining wooded areas.

Another playground was found to be having a "party," sponsored by one of the men's clubs. Two of their representatives were watching the festivities. Among the participants, one figure was most outstanding. It was covered from head to foot in white cloth. A paper bag over its head was decorated to resemble some grotesque creature. It rode a broomstick and had a large sign hanging upon it telling the onlookers that here was a *Spook!* (You certainly couldn't miss it.) The *Spook* circulated throughout the party all day,



Proud winners of a pet show on the Memphis playgrounds. Dog sits on "Glass Gobbler," which gobbles all the glass that the children can find.



Storytelling time on the Glenview Playground, Memphis, Tennessee. All leaders wear attractive, crisp white uniforms with shoulder identification which children can see at a glance.

handing out little notes so intricately folded that suspense ran high before you finally came to the message, written in poetry—and obviously by a child—admonishing the reader to strive to observe a safe holiday or be forever haunted by the *Spook*.

Other activities included a treasure hunt and a balloon-swatting contest, in which two teams, the red and the blue, tied appropriately-colored balloons around their waists. Each member was given a roll of white paper, tied together for additional firmness, and, at a given signal, tried to break his opponent's balloon.

Somewhere in the tour I observed a bright yellow nail keg, placed near one of the bulletin boards. This, I was told, was a "Glass Gobbler." The children deposit in the "Gobbler" all the glass they find on the playground. (Safety signs everywhere forbade bottles on the playground.) As usual, the most popular games were "Spud," box hockey and paddle tennis.

An activity creating much enthusiasm on one particular playground involved crawling around, "driving" and playing fireman on the full-sized, outmoded fire engine parked on the grounds. This playground also has small concrete steps which lead to nowhere. The children love to walk up and down and sit there to talk.

In one place, the leader had faced a situation in which quite a group of young men, who were monopolizing the bandstand, were suspected of spending their days in an exchange of worthless or smutty "stories." The leader moved tables and equipment for quiet games onto the bandstand, and now, whenever she approaches the group, she is rewarded—not as before with a sudden and complete halt in their conversation—but with interested and friendly remarks about the progress of the games.

I'm afraid that to do justice to the Memphis playgrounds, it would be necessary for me to write a book. I'm very happy that I had an opportunity to visit this fine system, as it will help me in my evaluation of smaller playgrounds and programs.

AN IMAGINATIVE PLAY

1 *who'd have thought it?*

*"Froggy in the middle and he can't get out,
Take a little stick and stir him all about."*

Remember that old childhood game? There are times when even professional recreation people need to be "stirred all about." Out of that feeling grew the "Who'd Have Thought It?" project on the Lynchburg, Virginia, playgrounds this past summer.

Possibly most of us have wondered, from time to time, if our efforts in public recreation do tend to stifle initiative. Therefore, our "Who'd Have Thought It?" project was planned as an attempt to help the directors, and the people with whom they work, to realize what they can accomplish by their own efforts; and assistance from the department, financial and otherwise, was held to an absolute minimum.

In June, a series of staff meetings was held to plan the summer recreation program. At one of these, the project was outlined and discussed. We urged the directors to make this a community project, to talk over plans with the playground children and their parents and to interest as many community people as possible in the execution of their ideas. We were delighted with their enthusiastic response. It was announced that this would be a summer contest, with awards to the winners presented late in August.

The rules were simple and few, as we felt that a long list of dogmatic stipulations would hamper the very traits we wanted to fan into a blaze of fun.

Rules

1. Participants to undertake a project which will show concrete results.
2. Must be something new to your playground.
3. Work on project must be carried out on playground. (Except some small part to be especially cut.)
4. Each director may spend three dollars from the department upon the project.

Judging Criteria

1. Project showing most imagination or originality.
2. Project that will be most enjoyed.
3. Project that, in its making, would have been the most beneficial to those working upon it.

The *Lynchburg News* and *Daily Advance* gave the program excellent publicity. During the summer a number of news articles on "Who'd Have Thought It?" appeared and, as the summer ended, seven of the thirteen projects were pictured in the papers.

In the past, whenever a city-wide contest among the playgrounds had been held, we had asked local people

to act as judges, and they always have been most gracious in cooperating. We felt, though, that it would be stimulating to the playground directors to have the projects judged by people vitally interested in public recreation, and we were lucky in securing the following judges: Miss Nan Crow, Superintendent of Recreation, Charlottesville, Virginia; Miss Virginia Mills, Administrative Assistant, Recreation Department, Charlottesville, Virginia; Mr. V. C. Smoral, Superintendent of Recreation, Danville, Virginia; Miss Dorothy Killian, Superintendent of Special Activities, Danville, Virginia; Mr. Coolie Verner, Associate in Community Service, University of Virginia Extension Service.

On judging day, August twenty-eighth, Floyd K. McKenna, superintendent of the recreation department, Myrtle Patterson, his assistant, and I toured the city with the judges, stopping at each playground to view the special contest entry.

A plaque, which is to be a three-year trophy, was awarded to the winner of first place. White Rock Playground, with "Bowling on the Green," took top honors. Yoder Playground won second place. Its members had constructed and painted a handcrafts and games table, cleverly built around a gnarled, old tree. The older boys and men also had made benches to go with the table. Fisher Center won third place with a renovation job on an unused room in the community house.

Our hope that "Who'd Have Thought It?" would encourage initiative and produce variety was pleasantly gratified. A bird sanctuary had been developed on one ground where a number of birdhouses, several feeders and a birdbath had been constructed. Another had miniature golf as a project, and yet another had made cunning stuffed animals for the little folk. A replica of their historic community house and play equipment had engrossed the Point of Honor Playground people. Hand-made sandpile toys and wagons made up the project of one group; while tables, instruments for a rhythm band, the construction of a number of novel games for a center game room, doll furniture and sock dolls were other entries. A stone fireplace, where wiener roasts will often be enjoyed, was the project which occupied varied age groups from Guggenheimer-Milliken Center.

"Who'd Have Thought It?" was the little stick that had stirred our staff all about, but we like to think that they found it a pleasant wand and not a bludgeon.

MRS. CHILTON has been the arts director of the Lynchburg, Va., Recreation Department for the past four years.

GROUND PROJECT... and ITS RESULTS

2 bowling on the green

When we started our summer round-up program, our main purpose was to make our White Rock Playground the gathering place for the entire neighborhood, to bring out parents for recreation with their children. This seemed difficult, but help came in the form of our "Who'd Have Thought It?" project, which mended all our problems. Yes, who'd have thought that we would have a bowling alley on White Rock Playground—bowling on the green? It required much work and lots of material.

Boys and girls brought dads and mothers and even neighbors along. Enthusiasm ran high. We really had the alley finished long before we got started. Our imaginations were carried away, and with our parents acting as carpenters, this is how it was done:

We visited the Red Crown Bowling Alley to get correct measurements and, to our surprise, the manager gave us a set of used balls, pins and a bowling chart to follow. This really put the spirit into things, for we were planning to make the pins from old cracked baseball bats. But having the real McCoy spurred us all on to other details. We made our alley forty feet instead of sixty feet, because the grass slows up the ball and, also, to give the little fellow a chance to bowl.

One of the dads, being a draftsman, drew our plans. You can see from the diagram that he did a good job. The lumber? Well, we had only three dollars for our project, so paying for it was out of the question. We called one of the neighborhood lumber companies and talked with one of the executives. We told him of our plans and that we would appreciate having any used



Bowling green at White Rock Playground, Lynchburg, Virginia.

lumber or scraps he could spare. He said, "If it's for children, nothing is too good for them. Come down and we'll fix you up." We took three of our older boys with us and, loaded down with lumber, made four or five trips to and from the playground.

The fathers marked off the alley one night; the children dug and carried away the dirt and turf the next day, so everything went along very smoothly. After dinner, with their regular day's work done, ten of the fathers and neighbors gathered at the playground and, by the light of their cars, worked on the alley. In six nights it was completed. The children painted all of the new lumber before using it, with the flat paint obtained in the neighborhood. Our three dollars purchased dark green and white paint for the finishing touches.

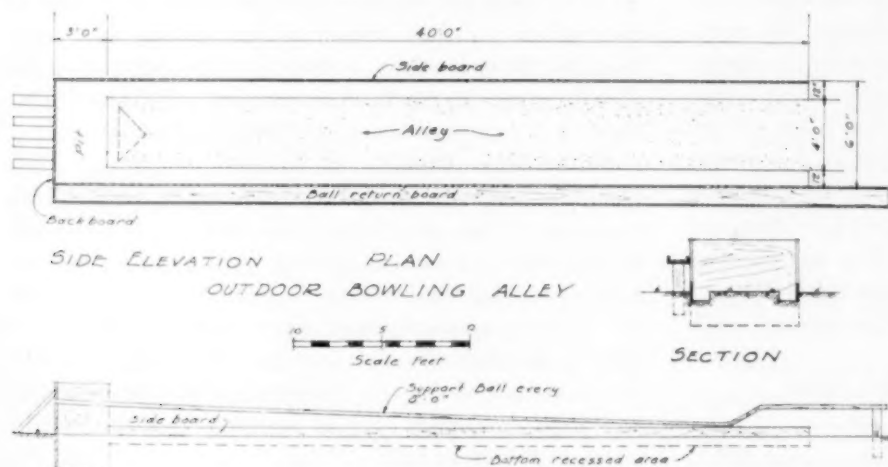
The turf where the ball hit that first lick was taking a beating, so one of the parents had the bright idea that a rubber mat would protect it. A furniture store donated this and shavings were put into the pit.

We must have had favorable publicity because out-of-towners have come over to inspect our work and have gone away satisfied. We are happy to say, when they ask how much we charge to bowl, "Why, nothing! Everything's free on our playground. Come and join the fun!"

Another thing for which we are thankful is that the children who were problems and who had little interest in the usual playground activities are now participating in our bowling. Taking turns at being pin boys has taught them fair play.

Maybe we are a bit smug. We think that we are justified in our pride, though, when we see groups of parents, who never before participated at White Rock Playground, merrily bowling on the green.

MISS SUBLETT is director of White Rock Playground, Lynchburg, Va.





WADING POOLS..

AT THE 1950 fall meeting of the Illinois Recreation Association, one of the workshop sessions was devoted to a discussion of wading pools. The group went on record as opposing the installation of wading pools and recommended, instead, the construction of spray slabs or pools. Reasons presented for favoring the spray slab were: elimination of the danger of drowning and of cuts from broken glass, better sanitation, lower construction cost and ease of maintenance and supervision. Opposition to wading pools on the part of the State Health Department was another factor. As one member of the group stated: "We look upon the wading pool versus the spray slab somewhat as we compare a lighted baseball field to a lighted softball field; it is better to have ten of the latter than one of the former."

The wading pool has long been considered an important and exceedingly popular feature of the children's playground. A total of 1,861 wading pools was reported by 547 cities in the *RECREATION Year Book* for 1948. The action taken by the Illinois group in opposing the installation of new wading pools presents a challenge to all who believe that this facility deserves a high place among the city's recreation resources. It raises many questions that deserve an answer. When cities are planning new neighborhood recreation areas, should they include a wading pool, as so many have done in the past, or should a spray slab be substituted?

As a means of securing an expression of opinion on this subject, a letter was addressed to twenty-one recreation executives who have had experience in the operation of wading pools. The selection was made somewhat at random from cities in different parts of the country and of varying population that had reported several wading pools in the *RECREATION Year Book* for 1946. The executives were asked to report how they had solved their wading pool problems—if they had done so—and to comment upon such questions as the following:

1. How popular with children is the playground wading pool?
2. How valuable is play in the wading pool?

3. Have you found that the wading pool presents hazards that make it a considerable source of danger?

4. Is it practicable to keep the water in a sanitary condition?

5. What steps do you take to assure this?

6. Has any case of infection been traced to a wading pool in your city?

7. To what extent do you consider the spray basin a satisfactory substitute for the wading pool?

8. Have your state or local health authorities imposed unreasonable wading pool regulations?

9. Does the volume of use justify the expense of operating a pool?

Replies received from fourteen of the workers who were questioned are quoted below; no word was received from seven of the executives. Of the group replying, four are definitely in favor of the spray pool or slab; seven support the wading pool wholeheartedly; the three others

What has been your experience in the operation of wading and spray pools? What are your answers to the questions raised in this symposium? Your comments will be welcome and will contribute to a solution of this problem.

have much to say in favor of the wading pool, but also recognize certain advantages in the spray pool.

The statements that follow should be read with interest by every park and recreation authority. By no means do they afford the final answer to the wading pool question, but they do make it clear that the opinion of the Illinois group is far from unanimous. *Additional comments and reports of experience will be welcome.*

Walter Roy, Director of Recreation, Chicago Park District—Realizing the pressure exerted by state health departments for compliance with their laws pertaining to sanitation of swimming and wading pools, we are fully aware that we are facing a problem. Again, whether all of their laws are based upon valid assumption we think is questionable. For instance, in Chicago, we now have one-half of the city furnished with filtered water; and steps are under way to complete the filtration of water in the other half.

MR. BUTLER is head of the Research Department, NRA.

... AN ASSET OR A LIABILITY?



Chicago's old fill and draw pool is emptied every night, swept and sun-bathed before it is filled again.

Our State Health Department recommends spray pools in preference to wading pools and, in the near future, we anticipate that we will have to do something about this. We have done some experimenting with spray pools, but not too much to our satisfaction. Water

from underground in Chicago is quite cold, and the resulting shock, as well as the running on slippery floor surfaces, causes us much concern.

At the present time, we operate the old fill and draw wading pool, with water running continuously through overflows. The pool is emptied every night, swept and sun-bathed before refilling. This is expensive, but necessary to maintain sanitary conditions. If spray pools could be developed to our satisfaction, I think we would prefer them to the costly operation of wading pools, although we won't admit, from our own experience, that the youngsters prefer the spray pool.

To the best of our knowledge, including that of our health department, no infection has been traced to a wading pool in our city. Our present wading pools are one of the heaviest used facilities and prove an excellent offering to this age group. We, as others, are anxious to secure valid data in regard to the future of the wading pools or the substitution of spray pools.

* * *

Roy A. Clifford, Director, Joint Recreation Board, Cleveland Heights, Ohio—In answer to your questions:

1. The wading pool is extremely popular.
2. It seems to afford a type of play and enthusiasm that is effervescent, spontaneous and informal.
3. It does not present more hazards than most playground equipment, if well organized.
4. We have no difficulty keeping the water sanitary.
5. We have a rigid inspection plan that is closely ad-

hered to by our city health department and I believe that this is all that is necessary to maintain an adequately-sanitary condition.

6. No cases of infection have resulted.

7. In extremely hot weather, the spray pool perhaps is more desirable but, over the entire summer, I would prefer the wading pool.

8. Necessary regulations have been imposed, but not unreasonable ones.

9. In Cleveland Heights, it is one of our most attractive and popular facilities.

Regarding any future situation where a community is to decide between wading pools or spray slabs, I would imagine that the cost would have to be taken into account because of our present world situation. In warmer climates, perhaps the spray slab would suffice; but in climates such as the Great Lakes area, the wading pool is well worth the difference in cost.

* * *

James H. Dillon, Director of Recreation, Hartford, Connecticut—Hartford was one of the first cities to establish a wading pool in 1899 and it was very popular for many years. Sanitation was never considered in those days. In 1927 we constructed a more modern wading pool; and two of the housing projects have pools.

In 1946 we constructed a spray pool, with a concrete base about fifty feet in diameter, and the success of this facility from every standpoint has completely changed our future planning program to include spray pools. We concur with the reasons given at the fall meeting of the Illinois Recreation Association favoring their use.

Lawrence P. Moser, Executive Director, Kalamazoo, Michigan—We feel that the wading pool is an asset to any ground. It requires as much supervision to handle sprays as the old-fashioned pool. In the cities which I have checked, the sprays are used only part of the time.

We have had very little difficulty with broken glass, experiencing it upon only one ground during the past five or six years. We wash our pools with potassium permanganate every week, and more often if needed.



Children formerly waded at Memorial Field, East Orange, New Jersey, now enjoy a spray. Other cities have made this change.

Spray slabs must be washed if they become slippery.

There is more danger of injury in the sprays because the youngsters continually run through them. Many skinned legs and knees have been noted. The spray blinds those running towards it.

We have had no difficulty with sanitation. An overflow allows running water at all times and the water is never stagnant. The health department checks each pool weekly, and we have never yet had any instance where infection has been traced to any one of them. Sprays, however, can be a good substitute where it is impractical to build a pool.

We have found that wherever we have a pool, attendance is greater than in a spray area. The ground averages one to two degrees cooler because of the evaporation of continually running cool water. There has been no difficulty with state authorities.

* * *

George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles—In evaluating the wading pool as playground equipment, it is necessary first to distinguish it from the shallow wading pool. A wading pool which is so shallow as to permit only wading and no swimming always has been a popular installation on public playgrounds, and most popular in the places which enjoy very warm, if not hot, weather in the summertime. With heavy use, however, it is difficult to maintain sanitary water conditions. To do so requires a very frequent change of water or the installation of filtration and chlorinating equipment. This makes the wading pool expensive in relation to its benefits.

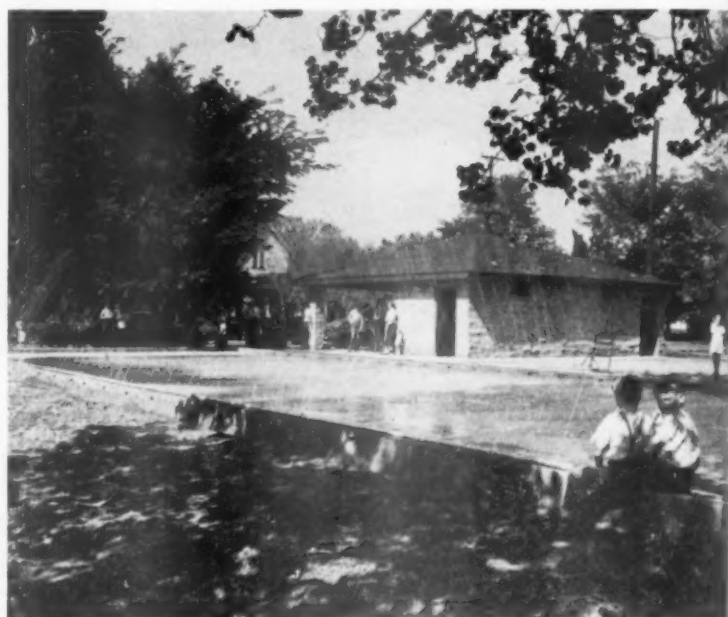
The spray pool is more economically operated. It accomplishes some of the purposes of the shallow wading pool but not all, its principal value being to provide a convenient and pleasant way of cooling off in hot weather. The wading pool has the additional advantage of developing an acquaintance with, and confidence in, water—which is basic to later development of swimming skill and confidence. Practically, it would appear that a wading pool should be installed if it can be afforded but, if not, a spray pool might be a necessary compromise.

We have found that the wading pool, if properly constructed and supervised in its use, is not an extraordinary source of danger and accidents. The water can be kept in

sanitary condition by the manual application of Clorox or a similar compound; but if use is very heavy, filtration equipment is desirable. We have not installed filtration equipment in any of our wading pools as yet. The summer temperature in Los Angeles, however, is not as high as that in many other places where, no doubt, the use of wading pools is relatively much greater. The authorities who administer public health programs are becoming more and more critical of wading pool operation.

* * *

W. A. Moore, Superintendent of Recreation, Louisville, Kentucky—I was greatly surprised to read about the action taken by the Illinois Recreation Association. Louisville operates eighteen wading pools in its public parks and playgrounds and finds their popularity, in relationship to use, to be far greater than that of any other facility offered. Our pools are open from nine a.m. to six p.m. daily, are drained each night and thoroughly



This spray pool and shelter in Evansville was constructed by a civic group last year, then turned over to the park department.

scrubbed before filling the next morning. They are hand chlorinated and, to our knowledge, no great amount of infection has ever been traced to their use. Our experience has shown the spray slab to be an unsatisfactory substitute for wading pools. We plan to build twelve small swimming pools and nineteen more wading pools out of bond issue money recently authorized, when the national situation permits it. We firmly believe in the use of wading pools.

* * *

D. B. Dyer, Director of Recreation, Milwaukee—We have wading pools on some of our larger playgrounds. They are quite popular with the smaller children, particularly on very hot days. However, we have found them to be somewhat expensive and some source of danger and trouble. During the summer playground season, when the pools are in use, we have had to employ someone full time to be in charge of each. Children will misbehave and, without supervision, injury may result. On

occasion, sticks, cans and bottles have been tossed into the pools. They are drained every evening, and we have had no case of infection traced to them. However, we do have trouble with stones, sticks and so forth in the drains because of the mischievous acts of youngsters. Sometimes it is quite expensive to repair the resulting damages.

In Milwaukee, we do not believe that it would be possible to replace our wading pools with spray basins. Our water is taken from the lake and, after running a short time, becomes very cold. Neither the state nor city health authorities have imposed any unreasonable regulations upon our wading pools.

In summary—we have not recommended the installation of wading pools upon any of our new playgrounds.

* * *

K. B. Raymond, Director of Recreation, Minneapolis, Minnesota—We feel that spray slabs are a substitute for wading pools, but that wading pools are much to be preferred. Here, where we have fourteen bathing beaches located on natural lakes, we feel that it is important that children should become familiar with water at an early age. In fact, in cooperation with the Red Cross, we conduct wading pool classes for children seven years old and younger, at which they are taught how to hold their heads under water, simple water games and the elementary "dog paddle." These classes are very popular and parents are one hundred per cent in favor of them.

In answer to your specific questions, the wading pools are among the most popular of our summer facilities, and are in constant use on every warm summer day. We have them on twenty playgrounds at present, and they are included in plans for future play areas. We also find that the wading pools attract both the younger children and the parents, and are a good means of familiarizing them with the other activities on the playgrounds.

We have not found them a source of hazard, except that care must be taken to see that they do not contain broken glass. Furthermore, the answer to this question also depends upon the type of construction of the pool. It should not have too steep a pitch. All of our pools are of the overflow construction variety, with a constant circulation of water. At least once each week, the pools are drained completely and left dry for a period of twenty-four hours in order that there shall not be an accumulation of algae.

There is no definite evidence that any case of infection could be traced to the use of a wading pool. During the polio epidemic here, a few years ago, parents were requested to keep children from bathing beaches, wading pools and playgrounds, but this precaution was taken only to prevent the congregation of large groups of children in order to allay any chance of contagion through personal contact.

In our estimation, a spray basin is better than nothing, but we do not consider it a satisfactory substitute for the pool. Health authorities have not imposed unreasonable regulations of any kind.

* * *

B. A. Solbraa, Director of Recreation, Racine, Wisconsin—Playground showers have taken the place of wading pools in our playground program. Four years ago the local board of health condemned our wading pools because it was impossible to keep them clean. Children with dirty feet and bodies would run through the pool, and many of the smaller children would use the foot-deep water as a swimming pool. The overhead showers are now turned on during the warm hours of the day, with the drains open at all times. All playgrounds are equipped with water hose and shower heads mounted upon six-foot poles, and those playgrounds



A circular, modern pool in New York City, where the city park commission supports wading pools on many playgrounds.

without spray slabs permit the water to run onto the ground. Drainage is not a particular problem.

* * *

S. G. Witter, Recreation Superintendent, Spokane, Washington—I fully realize the problems involved in maintaining a sanitary wading pool. We find it necessary to change the water on an average of about once per day, notwithstanding the fact that it is chlorinated to the extent of from three-tenths to five-tenths parts per million. This chlorinating is done manually, as we find it too costly to provide automatic dispensers for this purpose. We likewise find it too costly to install filtration plants at these small pools, unless they are located adjacent to a swimming pool. It involves not only the cost of equipment required, but the cost of housing for the equipment.

Our wading pools are extensively used and very popular, and thus far we have received a clean bill of health from the public health department. The sanitation and safety of a wading pool require constant and careful supervision, especially during peak load periods. We also find it desirable to fence the pools so as to keep out dogs and eliminate the likelihood of traffic through

them by older children and even adults in swim suits.

We have never used the splash pools here. The main objection offered by one of our leading children's physicians was that the cold water was not conducive to their health and well-being. These splash pools would require special heating devices that would make them less desirable, from our point of view, because of the cost.

If we were to discontinue our wading pools, I know that such discontinuance would bring a storm of protest from the communities in which they are located.

* * *

Richard Rodda, Superintendent of Recreation, Teaneck, New Jersey—In Teaneck, wading pools would definitely be considered an asset to the facilities offered for the children. It is true that construction costs may be considered high, but hardly prohibitive. The first wading pools constructed locally were put in some sixteen to eighteen years ago, at a cost approximating one thousand dollars each. Three more were added to the local



An example of a modern-type pool in Loring Park, Minneapolis. Here, pools are popular and in constant use in summer.

parks two years ago, at a cost of twenty-six hundred dollars each. The depth of the pools varies from four to fourteen inches. Collectively, during the summer, they attract more children to our parks *with their parents* than any other single piece of apparatus or planned program. Their presence triples, at least, the potential of public relations between the recreation department and the taxpayers.

Operation costs include the salaries of men who serve partly as guards and whose primary responsibility is the wading pool. They are expected to scrub the pool daily, see that it is filled and that a constant flow of water enters it. The average daily amount of water used at each of the six pools is approximately fifty thousand gallons and the cost is not prohibitive.

From twenty to forty children can be accommodated

comfortably at any time. With sandboxes and small children's apparatus nearby, there is a constant flow of children between the apparatus and the pool.

Some potential hazards are created with the construction of a wading pool, but these hazards will remain "potential" as long as proper supervision is provided.

For all practical intents and purposes, the water in any wading pool can be kept in sanitary condition. This is done by insuring a clean pool daily and its use only by those ready to use it from a cleanliness standpoint. Our state and local health authorities, by their regulations, have helped us to maintain maximum use of our pools. A spray basin would be a satisfactory substitute, but the emphasis would have to be upon the word "substitute."

To date, our wading pools have offered no pertinent problems and, rather, have added much to the appreciation value of our parks and playgrounds. It is readily understandable why wading pools may be considered the "icing upon the cake" where playground construction and development are concerned.

If five requisites for good playgrounds were required, Teaneck would list them in the following order: space, leadership, shade, small children's apparatus and wading pool. Teaneck has been proud of its pools.

* * *

Bert E. Swenson, Dean of Recreation, Stockton, California—The Stockton Recreation Department operates eight wading pools, all but one of which have come to the city as gifts and memorials. Our pools are oval in shape, three to eight inches deep and, for the most part, are located in one-block-square parks in neighborhoods where many children abound. California's Central Valley has continuous sunshine throughout the summer months, and the pools are used from May through September. The hours are from one to five p.m., when the park caretaker is on duty. This man furnishes casual supervision, all that is needed, and he goes about his usual work with little or no interruption. The pools are filled in one hour from park wells, after the park watering has been done. They are drained at five p.m. and are exposed to eight hours of California sunshine. We have never had any infections or sanitary problems during twenty-five years of experience.

Some mothers come with their children and sit and visit on nearby benches and at picnic tables. These mothers help with the supervision and naturally take care of the entire group; thus the park wading pool becomes a social institution. All this is at no additional taxpayer expense, and it becomes a very popular form of summer recreation.

In summary, I would say that wading pools are in expensive to acquire and to operate. They are very popular during summer vacation and fill a hot-weather need. I doubt that spray slabs can compete with the attributes of a wading pool, and would think that in shower slabs children would have a tendency to fight for position, that the older ones would push the younger ones out of the way, and thus require expensive full-time supervision.

(to be continued, *May RECREATION*)

The Hobbymobile -

A RECREATION CENTER ON WHEELS

NO DOUBT MANY cities have included in their playground equipment some type of mobile unit, such as a woodshop on wheels, a portable stage or a traveling crafts center; but recreation folk in Long Beach, California, are quite certain that their "Hobbymobile" is the first to carry a well-equipped photographic darkroom. With its use, classes in photography can be conducted at ten playgrounds on a schedule which permits the instructor to visit two areas a day. The hours are nine-thirty a.m. to twelve noon and one-thirty p.m. to five p.m.—sufficient time in which to present the subject in a really adequate manner.

The term "well-equipped" is not used loosely, for this is a darkroom which would induce the pride of any amateur photographer. A double sink with running water and ample worktable space at convenient height and extending on two sides, numerous electric outlets, lots of shelf space, a cabinet for storing chemicals, several drawers for storage of paper, cameras and other equipment, are some of its features. Of course there is an air conditioning unit, which is indispensable in a room which must be tightly closed during many of the operations. Glass

and opaque panels are fitted into double sliding metal window frames, providing blackout or daylight conditions at will. Fluorescent tube lighting is available at the flip of a switch.

There are the usual trays in various sizes, graduates, funnels, thermometers, a safelight, and then—the pride of instructor and class members alike—a four-by-five condenser enlarger. Much of the equipment was donated by members of the Long Beach Photo Dealers and Finishers Association, who also have contributed all supplies and provided several small cameras which are loaned to boys and girls who do not own such equipment.

An eight-weeks' course of instruction culminates in area photo exhibits at which ribbons are awarded for first, second and third place selections. First-place winning pictures are entered in an all-city junior salon, in which the Long Beach Camera Guild cooperates and makes awards. The classes in photography have attracted other expressions of interest and cooperation. One instance is that of a weekly newspaper publisher who printed and distributed "Junior Press Photographer" cards to the members of a class held in the neighborhood served by his paper.

The Hobbymobile is designed as a multiple-use facility, so photography is not the only activity which it serves. For several weeks it carried a transportation exhibit. A women's civic



All get a chance to use the enlarger after they have learned the basic requirements for camera exposure and film developing in the Hobbymobile's photography classes.

group cooperated with the recreation commission in setting up a panoramic scene and, with the aid of models, showed the various means of travel by land, sea and air. This exhibit was scheduled, by request, at practically all school and municipal playgrounds in the city.

Large bulletin boards are located both inside and outside. The outside board is protected by a hinged cover which may be locked, to protect the material posted when the Hobbymobile is parked without supervision, or may be raised to provide an awning. Beneath the bulletin board there is a shelf for the carrying of books, comic papers and other material—a traveling playground library idea.

A loudspeaker system, with turntable for record programs, is another useful feature. A microphone is used when the Hobbymobile serves as a public address system in connection with events or for the announcer or speaking characters, singers and musicians in connection with community programs.

MR. ROCHFORD is in the Research and Publications Division of the Long Beach Recreation Department, Calif.



Swimmers receiving preliminary instructions in a beginners' Red Cross class in Miami Beach, Florida, listen attentively. Classes like this one are an important part of many summer programs.

STANDARDS FOR CHILDREN'S SUMMER PROGRAMS

A PRELIMINARY report under the above title was issued in the spring of 1950 by the Welfare Council and the Children's Welfare Federation of New York City. It was the result of a prolonged study of regulations and requirements which might be included in a code to be enforced by the city's department of health. The proposed standards are applicable to group programs for children over eight years of age and can be studied to advantage by all who have responsibility for the care and supervision of children's groups.

The standards which follow are presented as "a guide to agencies which are operating summer programs for children, whether known as summer day camps, play groups, play schools, play centers or by any other name which, for compensation or otherwise, receive for supervision and care six or more children who are enrolled for a period of one week or more for nine or more hours per week."

Physical Facilities

Location of Premises—Basement or cellar rooms, in which the floor is more than three feet below the surface of the ground surrounding the building on any one or more of four sides, are not usually suitable for use by child groups. However, if heating, lighting and ventilation are satisfactory, the rooms—where the equipment for heating and otherwise operating the building and the

main trap and clean-out plug of the building plumbing system are located—are sealed off from the rest of the basement and the walls and floors are not subject to dampness, then such rooms may be used.

Sanitary Conditions—All parts of the premises, and their furnishings and equipment and the materials used by the children, should be kept, at all times, in a safe and sanitary condition and free from flies, mosquitoes, rodents and other vermin. Rooms should not be swept, dusted or scrubbed while occupied by the children.

Lighting—Each room used by the children should be properly lighted, by means of windows or skylights provided with adjustable shades of sufficient size and number, to permit an adequate supply of natural light to be diffused to all parts of the room. Every room, passageway, stairway and hallway should be equipped with artificial means of illumination and should be adequately lighted when the natural light is inadequate.

The illumination in all rooms used by the children should not be less than ten-foot candles at activity level. Lights should be of such type that flickering or exposed filaments are eliminated.

Ventilation—Every room used for the program should have one or more windows opening upon a public thoroughfare, a yard or court which is not less than ten feet wide. The total window area should not be less than ten per cent of the floor area.

When mechanical ventilation is employed, the air flow should be at a rate of at least six hundred cubic feet per person per hour in all rooms and twelve hundred cubic feet per person per hour for play rooms where children are exercising. The inlets and the outlets should be so arranged as not to subject the occupants to drafts.

Use of Gas—The use of gas for lighting, heating or cooking should not be permitted in rooms used by the children, except where used under direct supervision for teaching purposes.

Indoor Space—In rooms which are used for the program on a continuing basis, a minimum of thirty square feet of floor space and two hundred fifty cubic feet of air space should be provided for each child.

Outdoor Play Space—A safe and sanitary outdoor play space should be provided with a minimum allowance of fifty square feet of area for each child playing there at any one time.

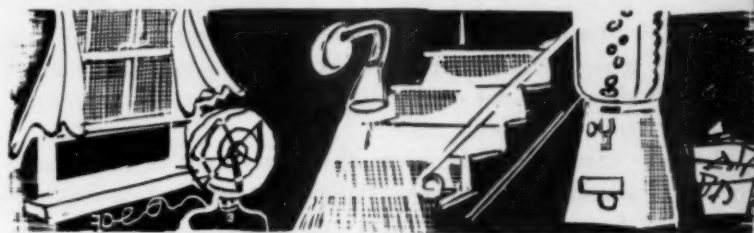
Outdoor locations which are used on a continuing basis for summer group programs for children should be provided with suitable shelter, in order to protect the children from inclement weather or from the sun, or else immediate means of transportation to such shelter always should be available. Such outdoor locations should have adequate, accessible drinking water and toilet facilities.

Waterfront—Care should be taken that, where swimming pools under private auspices are used, the standards relating to the operation of bathing establishments are met. In cases where public facilities are used and full responsibility is not assumed by the operator, supervision also should be provided by the agency, in conformity with accepted safety standards which have been estab-

lished by the Red Cross and other agencies.

Sanitary Facilities

Drinking Water—Drinking water, conveniently located and supplied by sanitary means, should be easily accessible and individual drinking cups provided. If bubble fountains are provided, they should be of an approved type. Outdoor fountains should be provided with proper drainage or placed upon platforms. If water supply other than the public supply is used, it should be approved by the department of health.



Washing Facilities—Stationary wash basins, with running water, should be provided in the following ratio:

NUMBER OF CHILDREN	NUMBER OF STATIONARY WASH BASINS
Under 25	1
26 - 50	2
51 - 100	4
101 - 200	8
201 - 300	10

Toilet Facilities—Toilets should be separated by partitions at least four feet high and there should be separate facilities for boys and girls in the following ratio:

NUMBER OF CHILDREN	NUMBER OF CLOSETS
Under 15	1
16 - 35	2
36 - 55	3
56 - 80	4
81 - 110	5

An adequate supply of toilet paper, soap and towels, or sanitary dryer, should be available at all times and within reach of the children.

Food

The maintenance and conduct of the kitchen and dining room should meet regulations relating to the cleaning of cooking, eating and drinking utensils.

Diet—Nourishing food, allowing a standard dietary acceptable to the department of health and adapted to the different age groups, should be available at intervals not exceeding four hours. The nutrition bureau of the department of health provides a consultation service which is available to agencies.

Refrigeration of Perishable Foodstuffs—Where indoor facilities are used, perishable food or drink should be kept refrigerated in a properly-constructed refrigerator provided with a thermometer; safeguards against contamination and deterioration of food should be provided.

Garbage Receptacles—Garbage receptacles should be provided with covers and should be of adequate sizes. The contents should be removed from the premises daily

and the receptacles disinfected after each emptying.

Health and Medical Care

Every agency should have on call the services of a physician. The board, officers or other persons having charge, management or control of an agency should require of all who come in contact with the children a certificate from a physician that such a person is in good health prior to his employment, and biennially thereafter. Such certificate should be based upon medical examination and chest x-ray, with such laboratory tests as may be indicated, and should be kept on file in the agency.

Each child, when admitted to the program, should be given a complete physical examination by a physician or should present certification that such an examination recently has been made.

Staff should be aware of the symptoms of illness, overstimulation, excessive fatigue or heat exhaustion, and these should be reported immediately.

In cases of accident or serious illness which call for immediate medical care, the agency should be responsible for securing that care and notifying the parent or guardian of the child. Children with any communicable disease should not be admitted to the program.

The following sections of the sanitary code, in relation to the reporting and controlling of communicable diseases, have particular application to summer group programs for children.

(1) If any child in the program develops symptoms of illness, he should be isolated from the other children until he can be seen by a physician or safely removed from the agency. If symptoms point to communicable disease, notice should be given to the Bureau of Preventable Disease by telephone and to the parent or guardian.

(2) Children, directors, teachers or other agency personnel with a communicable disease, or who have recently recovered from a communicable disease, or in whose family there is a communicable disease, should not be permitted to attend unless evidence appropriate to the particular case, as hereinafter specified, is presented.

Specific procedure to be followed in reporting certain forms of disease in accordance with New York regula-

tions are indicated in the standards report.*

First Aid—A first-aid kit, which includes items recommended by the Red Cross for first-aid treatment, should be kept completely stocked for emergency treatment and readily available at all times. At least one staff member of those in charge of children should be qualified to administer first aid. A list of items recommended for first-aid kits and recommended standards of training in first aid may be secured from the American Red Cross.

Transportation—Where child groups are transported from one place to another by omnibus or motor vehicle, such vehicle should be adequate and suitable for this purpose. Every owner, lessee and/or operator should comply with the rules and regulations prescribed by the Public Service Commission of the State of New York and with all other laws relating to omnibuses and motor vehicles transporting children.

Children, while being transported by bus, train or any other public conveyance, should be under the supervision of at least two adults, in addition to the driver of the vehicle. Children ten years of age or under, while being transported by bus, train or any other public conveyance, should be under the supervision of at least two adults—when there is a maximum of *twenty-five* children—in addition to the driver of the vehicle.

Insurance—Adequate liability insurance should be carried.

Registration and Records

(1) A permanent register should be kept of the name, home address and birth date of each child admitted to the program; the names and home address of the parents or guardian; the place at which the parents can be reached in case of an emergency during the hours when the child is in the care of the agency; the date of admission; date of discharge with reason therefor.

(2) A daily record should be kept of children admitted and children in attendance.

**Mimeographed copies of this may be obtained from the Welfare Council of New York City, 44 East 23rd Street, New York 10, New York.*

Resident camping in nine cities

THE CAMP SERVICES of agencies using permanent campsites and providing overnight care in nine cities have been studied by the Community Chests and Councils of America, Incorporated, and the results are summarized in a bulletin entitled "Camping," issued in November 1950. A total of 126 camps was reported by the agencies in cities varying in size from Nashville, Tennessee, to Baltimore, Maryland.

The study revealed that resident camping is available to only a small

percentage of the population in these cities; about three per cent of the five-to-twenty-year-old group went to camp in 1949. The average number of camper days amounted to eighty-eight per one thousand total population.

The study maintains that, in the "average" city, more boys than girls go to camp; sixty-three per cent of the total campers in eight of the cities were boys and young men. Practically all of the boys attending Boy Scout camps were twelve years of age and over, but camps operated by some of

the other agencies reported more campers in the under-twelve group.

For eight of the cities reporting, thirty-nine per cent of the campers spent seven days or less in camp; few campers stayed fifteen days or more.

The number of camp beds, excluding those for staff members, ranged from twelve to 570, the median being ninety-three beds. Camp occupancy averaged eighty-three per cent for the eight cities. The study also covered such topics as the numbers and types of camp staff members.



Vincent DeP. Farrell

knuckle down

SPRING IS THE TIME when a young lad's fancy seriously turns to—marbles. With the play spirit in the air, a boy's wealth is measured by his bag of shiny glassies, Chinese and milk reals, steelees, aggees, boulders, croakers, immies and purees. To the constant concern of Mother, holes are worn through knee pants; and the dirt encrusted on knuckles and under fingernails never seems to rub off as youth pursues this ancient pastime.

Who, among us, will ever forget the fun we had playing marbles? Yet few know anything of the fascinating background of this activity, for its origin is lost in the mists of antiquity.

In the earthen monuments of the Moundbuilders, the mysterious race that peopled America long before the Indians, clay and flint pellets—beautifully decorated and carved—were found. The amazing Aztecs, we learn, played at marbles as did the American Indian, for the early settlers who came to this continent found them playing a version of the game the colonists had known in England. An American collector owns several English marbles, authenticated as a thousand years old.

A bag of marbles is the annual rent for property in London deeded to the

Crown. This fee was set many years ago and the practice is still carried on in typical British tradition. Stone Age remains in Asia, Africa and Europe have yielded marbles rudely chipped from pebbles or roughly rolled of adobe and clay.

Moses, during his youthful days in Pharaoh's court, shot nibs with Egyptian youngsters, using a type of sun-baked mud pottery. The British Museum contains many such specimens discovered in the tomb of King Tut.

Historians would have us believe that it was not a stone but a marble that little David used when he whirled his sling and scored a bull's-eye on the huge Goliath.

Marbles were found in the ruins of Rome after Nero's torch lay the city in ashes. Records show that the Romans, sometimes at parties, made use of nuts for shooters.

Age-old China, that has given so much to the full and rich life, had a form of marbles that was played four thousand years before Christ's birth.

Marbles have captured the fancy of scribes through the ages. Daniel Defoe, who penned *Robinson Crusoe* in 1720, wrote the following passage: "He was so dexterous an artist at

shooting that little alabaster globe from between the end of his forefinger and knuckle of his thumb that he seldom missed hitting plumb, as the boys call it, the marble he aimed at, though at a distance of two or three yards."

Charles Dickens in his *Pickwick Papers* refers to the "familiar cry of 'knuckle down,'" a shooting position known to all agateers. Too, Mark Twain's Huckleberry Finn was an ace at the art of miggles.

The clergy of England encouraged the pastime during Lent, when Good Friday was known as "Marbles Day." About 1805, J. B. Finley, a Methodist preacher, described an experience at Cave Ridge, Kentucky, where he saw at least five hundred people, in a religious demonstration, on the ground playing marbles.

It was while playing at marbles with his son that Vice President Andrew Johnson was informed that President Lincoln had been shot.

In current times, during our rehabilitation program in Fleet City, California, the navy made wide use of

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marbles as a health helper to our physically handicapped. Movement was restored to injured joints, fingers and toes while military mibsters had fun.

Shortly after Berlin had fallen to the Allies, several American G.I.'s were attracted to a group of ragged youngsters huddled in a pit in a badly-blasted area. Upon approaching, they discovered to their surprise that the lads were enjoying a marbles match.

The game has a vernacular all its own and you just have to know the language if you expect to pick up the marbles in the end.

Devotees of the glassy globes will overwhelm you with a chorus of everees, roundings, dakes, kicks, larrees and dropsees that will leave you bewildered and without "all your marbles" if you are not "hep" to the lingo.

"Everees" is the key word in knuckle nomenclature. If the shooter "calls" it, there is little he isn't permitted to do. He can "hist," shoot from an elevated position; "round," move his marble in the circle arc; "tee," place the shooter on a dirt mound. To shout "fen-everes" is the defensive hex supreme. The shooter must knuckle down on that call.

Other bits of terminology include: "larrees," last shot; "dakes," the stakes risked for keeps in the game; "kicks," kicking the opponent's marble after hitting it; "babying up," easy shot for position; "hardees," hard shooting; "fins," short for everees; "dropsees," assuring second shot if the first sticks in the box. As you can see, the basic language rule of the mibs world is to add "ees" to anything; the purpose is to express quickly and firmly exactly what the opponent is limited to do.

Although there are twenty-six variations of the game of marbles, about seventy-five per cent of the ten million boys and girls will play the type known as "ringers" because it is best suited for tournament competition. Here thirteen "roodles" or "ducks" are spread three inches apart on two eighteen-inch lines crossed in the center of a ring ten feet in diameter. All you mibsters know that the idea is to knock them out with your "bull's-eye."

The game Stone Age, Chaldean, Egyptian, French, Roman, English and Indian boys played centuries ago probably differs very little from the game that will be played in tournaments all over the world this spring.

The first national tournament was held in Jersey City, New Jersey, in 1922; now Wildwood and Ocean City, New Jersey, and Poconos, Pennsylvania, take turns playing host to national championships.

Recreation directors also give marbles a high priority on the "must" activities, for they claim that the game teaches sportsmanship, quick thinking, eagerness, finger dexterity, poise and democracy. That sounds like a lot to learn from propelling pieces of glass, but when you consider that George Washington, John Adams and Thomas Jefferson were top mibsters—along with thousands of our leading citizens who boast of their prowess with the little glass balls in their youth—there may be something in what the recreation leaders claim.

Berry Pink, the American marble king, points out that no lines are drawn around the marble ring because of color, creed, sex or financial standing. Anybody with a marble handy stands a chance.

So if you want to get a kick out of youth in action, stop at the marble ring this spring and watch young America knuckle down.

A Recreation Leader Rates High If He:*

1. Is always on the job according to his schedule.
2. Is seen about the playground stimulating play, observing conduct and acting in a timely manner when encouragement, admonition or firm action is indicated.
3. Is active in participating as a leader in the games and events.
4. Displays interest and enthusiasm in helping children and youth to derive the greatest value from the playground.
5. Is forward looking and imagina-

tive in preparation of a program that encourages participation by children and youth.

6. Is faithful in carrying out schedules and programs as announced.
7. Exhibits a zeal for social service that encourages his desire to serve in neighborhoods where his service is needed most and not necessarily where it is most convenient and pleasant to serve.
8. Exhibits understanding of the community of which the playground is the center and joins with other agencies in improving the quality of community living.
9. Maintains an attitude of helpful and courteous service toward the public.
10. Uses fully and unselfishly any special talents he may have that can be used to enrich the program or increase the director's service.
11. Multiplies himself by recruiting, training and inspiring volunteer leaders.
12. Is attentive to the "housekeeping" needs and conditions of his playground and building.
13. Shows ingenuity in making the most out of limited resources.
14. Displays an interest in his professional advancement along with his colleagues and takes advantage of in-service training opportunities that are offered by the department and by other agencies.
15. Gives full time (forty hours) to his work and wholehearted interest that is unimpaired by extraordinary responsibilities elsewhere.
16. Adheres intelligently to department rules and regulations, follows instructions given in the bulletin and performs necessary clerical duties, such as filing reports and requisitions, promptly and completely.
17. Joins with other staff members in "team work" to render the playground service as effective as possible.

*From a summer program manual, published in 1950 by the Burbank Recreation Department, Burbank, Calif.



Ellen Jean Dilger and Beatrice Spong

TAKE YOUR OLDSTERS OUT-OF-DOORS



HAVE YOU bogged down in your spring program for your older folks' club? Here's an account of a very special out-of-door program which we found to be a "highlight," one that became a springboard for other outdoor activities.

Because our "Three-Score Club" program was in its beginning stages, we searched for clues of common interest, as some of our members are sixty and some eighty-five! Also, having enjoyed a season of indoor activity, we felt that a change was necessary.

We, as leaders, are ardent campers. How could we transfer some of our enthusiasm to the club? How could we *safely* take the club out-of-doors? How could we instigate group participation in a new field? What about the terrain? What about health and safety measures? What kind of program would be most constructive and yet be real fun? These were only some of the questions we asked ourselves. The answers came with careful planning, research into the physical aspects of such a trip and a backlog of previous experience in camping with large groups.

Beginning with the deduction that everyone likes to eat, we approached the out-of-doors meeting by offering a day trip, with a noon cook-out. As it was something the club had not done as a group, the idea was received with great gusto, and the prospects of cooking outside caused a series of happy reminiscences which left us reassured that we could share with them our love for the out-of-doors. Plans then began to take shape.

First, what to cook? Being old hands at the game, we wondered what suggestions would come from the group. Because these members had heard of wiener roasts from their children and grandchildren, it was suggestion number one. Others suggested a picnic lunch with coffee, cooked at the site. One of the men, knowing of our frequent camping trips, asked us what we'd suggest. Immediately we thought of coffee can cookery. Of course, they had never heard of it, but were immensely curious as to how it was done.

If you've never eaten a meal cooked in a coffee can, you just haven't lived! It's the answer to any tired hunter whose day in the open has left him muscle weary and weak from lack of food. It provides a full meal; it's nourishing, quick, easy to do and, above all, really is *good*. How simple to ask everyone to come and bring only a pound coffee can complete with lid! No lugging of camp equipment, no tricky fire building with trenches or with reflectors. Just a plain old campfire, enlarged so that the coals would surround the coffee cans. This was a wonderful beginning.

The group decided upon various committees to do the job, while we stood ready to pinch-hit wherever we were needed. One committee bought the food (Food Committee); another was called the "Hostess Committee" and its job was clearly defined so that there would be no overlapping with the "Clean-Up Committee." The men became "Firebuilders," and a last group took over planning for, and the name of, "Transportation."

The date was set by group approval; the place—a state park twelve miles away, with adequate water facilities. The wheels began to turn. We helped with the buying of food, since quantity buying was new to this particular committee. After checking the personal tastes of the group, we decided that our meal was to be a pork chop, cabbage, potatoes, celery, carrots and onions cooked in the coffee can. For dessert, we would have apple slices

Authors are with the Public Recreation Commission in Evansville, Indiana. MISS DILGER has long been actively engaged in recreation work in the states of Indiana and Texas. MRS. SPONG came to Recreation from Girl Scouts.

with toasted marshmallows in between (these are called "Apple Some Mores" and the name appealed to the group), and coffee, hot rolls and butter. Later they were to learn that this choice of food left them very little dishwashing, since the coffee cans are rarely ever used a second time and the dessert is strictly finger food. We used paper cups for coffee and wooden forks and spoons for table service, so that the only dishwashing involved the utensils used in food preparation.

Thirty members turned out for the event, in low-heeled shoes, housedresses or slacks, jackets, sun glasses and equipped with coffee cans. The Transportation Committee had nine cars ready and waiting, and our happy safari began at ten o'clock on a pleasant sunny day, with just enough air stirring to satisfy everybody.

Upon arrival at Audubon Park in Henderson, Kentucky, we carried our supplies to the lovely stone shelter house where many long oak picnic tables were placed around two huge open fireplaces. The Hostess Committee took over and one table was converted to use for food preparation—peeling, washing vegetables, slicing and chopping. Another was used for supplies, and two were used as a dining area. The Firebuilders began at once to gather wood for both fireplaces. Since the shelter house was on the lake, there was a brisk breeze blowing and many of the members thought that an open fire would be dangerous for there are sections of wooded areas nearby. We wanted them to be happy in this experience and agreed to their choice of the shelter house fireplaces. The fires were started at once and fed with dry oak until there was a bed of coals in each. This took at least an hour, for it was eleven-thirty by then.

Meanwhile, the hostesses had called for volunteers to help with the vegetables, and around that table the ladies soon were busily working and anticipating this new method of cooking. Two of them arranged the tables in the dining area with colorful paper napkins, paper tablecloths, wooden service and paper coffee cups. When the hostesses were ready, everyone queued up with his coffee can and lid, and began by marking the lid with his name, using wax crayon. Then the line moved down and the cans were filled, each person taking as much or as little of any one vegetable as he wished. Typically though, the given recipe was followed. First one-third of the can was filled with chopped cabbage, then the pork chop added, then diced celery, sliced potatoes, sliced carrots, sliced onions, salt, pepper, one tablespoon bacon drippings, two to three tablespoons water. The cans were covered tightly and placed directly into the bed of coals. We had several pairs of furnace gloves for this, and long sticks (greenwood) to level the cans. (Also a first-aid kit—just in case anyone burned a finger.) One-half hour is the required cooking time, and that half-hour flew! Such speculations! "Would the cans explode?" They never have! "Won't the food be burned?" The cabbage, being a watery vegetable, furnishes moisture enough to create steam but, to be doubly sure, we added water. "Will the meat be done?" Yes, steam cooking requires less time than other types of cooking. "I can't smell any-

thing. Is it cooking?" Just place your stick upon the lid of the can and feel the vibrations of the cooking in it.

Finally the time came to take out the first can. The lid was carefully removed, and the delicious odor wafting upward was promptly absorbed by thirty long "sniffs." It looked good; it smelled good; and the meat was as tender as a mother's love. The cans had to cool for a few minutes before they could be handled, so the coffee pot was removed from the fire and the coffee poured by the hostesses. The rolls were kept in two bun warmers near the fireplace and could be served in them.

We looked at the clock, twelve-fifteen. Just the right time for a noon meal. Then we looked around at our "new-found campers"; there was every evidence of the happiness for which we'd hoped!

The Clean-Up Committee did a marvelous job. Since we had purchased a whole loin of pork, several cuts were left; these were sold to a member who had a portable ice box in her car. Two potatoes were used as a prize in a game, as well as a small amount of chopped cabbage tied neatly in a waxed paper. The park furnished a wire basket for the used coffee cans, and napkins, cups, spoons and forks were burned in the fireplace.

In case you'd like to try this, here is our shopping list for thirty persons:

4 packs paper cups (32)	3 large heads cabbage
3 packs wooden spoons (36)	2 large stalks celery
	3 large bunches carrots
3 packs wooden forks (36)	1 loin of pork, cut into medium chops
4 packs tea rolls (48)	10 pounds of potatoes
1 pound coffee	2 pounds onions
2 small cans milk	1 pound sugar
Roll of waxed paper	Napkins, free from a local bakery
2 sticks butter (cut into slices)	Bacon drippings furnished by a member
Salt and pepper, furnished by one member	

The utensils we took along were:

4 large open pans	2 butcher knives
2 bun warmers	8 paring knives (some members brought own)
Coffee pot	

Newspapers, for work tables

The club is still alive to the idea of doing something more out-of-doors. Our next plan is to make our own tin can stoves as a crafts project and use them for an outdoor breakfast. We already can hear the squeals of delight from the club members and, in our most nostalgic moments, we can smell the bacon sizzling on top of those number ten tin cans. To cover the expenses of refreshments, the club has a free will offering plan. For the first outing, we had discussed the cost of the meal and members wanted to pro-rate the amount. To their amazement, the whole meal cost only thirty-seven cents for each, plus twelve cents admission to the park. We all felt that it was a profitable investment.

Our recreation superintendent is most enthusiastic over our Three-Score Club program and points with some degree of pride to the initial year's offering and its promising future.

DON'T GIVE UP--ADAPT!

When the facility for the game just doesn't seem to work well, don't give up! Adapt it! Make a *new* game with rules, name, diagrams and everything! That's what the recreation department of Jacksonville, Florida, does. The following are good examples of what to do on a court without baskets—when the youngsters want to play basketball—or can't get a volleyball over that high net.

Court Ball

This game was evolved in response to a need for a game for youngsters, eight to eleven years of age, on an area without basketball baskets.

Court: Sixty feet by thirty feet, marked as in diagram. **Type of Ball:** A basketball is preferred, but a volleyball, soccer ball, game ball, bean bag or wadded bathing suit may be used. With the last two, dribbling or bouncing is eliminated.

Teams: Six players—three guards, two forwards, one goalee—who must confine their play to their own area.

Object of Game: To develop some of the fundamental skills of basketball by passing, catching and playing until the ball is caught by the goalee in the end circle. Defense consists of preventing opponents from scoring.

Rules of Play: The game consists of four five-minute quarters, with a two-minute intermission between quarters and five minutes between halves.

Play is started by the referee who throws the ball to a guard in the center circle, alternating sides at the start of each quarter. The guard must pass the ball before leaving the circle. The ball is then advanced as in basketball.

Fouls: These consist of rough body contact, such as charging, pushing, tripping, hacking, shoving, touching the ball in the possession of an opponent, stepping on or over a court line when in possession of the ball and causing the ball to go out of bounds. Penalty for these is the awarding of the ball to the offended team beyond the sideline, at the point nearest to the infraction. Exception: When a guard invades the goalee's circle to prevent a score, the penalty shall be the award of one point to the side so offended.

Scoring: Each ball caught by a goalee counts one point for his team. If a game ends in a tie, any number of

one-minute overtime periods shall be played until the tie is broken. As a mass game, played without timing, the winning team is that which is the first to score fifteen points.

Bound Ball

Court: Size of the court should be sixty feet by thirty feet, with a net in the center, three and one-half feet high at ends, with the rope drawn tight. This also may be played without a net, using a neutral zone of six feet in the middle of the court. Serves or returns hitting in this zone, or player stepping into this zone to play the ball, will result in the alternation of server as "side out" is called. **Type of Ball:** A playground volleyball.

Teams: A team is composed of six players. No substitute can take the place of a player until a whistle has blown declaring the ball dead. Such player shall report at once to referee. No change shall be made in the positions of players when a substitution is made. A player taken out of the game may not re-enter same game, but may play in any subsequent game of same match. When ball is served, each player shall be in her own area. After ball is served, each player may cover any section of her own court, provided that she does not crowd or interfere with other players.

Referee: The referee shall impose all rules and penalties.

Rules of Play:

1. The order in which teams are to serve shall be called serving order.
2. The shifting of players in position shall be called "rotation."
3. A service is the putting of the ball into play by the player in the right back position. The ball is batted over the net after a bounce into the opponent's court in any direction. The ball must be batted with one hand, either

open or closed, and with both feet behind the right back line.

4. "Point" shall be called when team receiving fails to return the ball.

5. When team serving fails to win its point or plays ball illegally, it shall be called "side out."

6. A player touching the ball or touched by ball when it's in play shall be considered as playing ball.

7. When ball touches any surface outside of court, it is out of bounds. Ball touching boundary line is a good ball.

8. When ball pauses for a moment in hands or arms of a player, and is not batted, it shall be considered the same as catching or holding the ball.

9. Ball shall not be played until it has bounced once in opponent's court.

10. A player shall not strike the ball twice in succession.

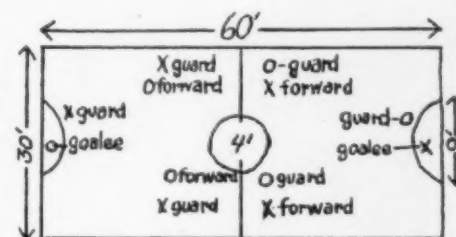
11. Each server shall continue to serve until referee calls "side out," at which time service shall alternate.

12. Members of the team receiving ball for service shall immediately rotate one position clockwise.

Rules of Service: 1. When a served ball touches the net, passes under the net or touches any player, surface or object before entering opponent's court, server is allowed one more serve. 2. Team losing the previous game shall have the first service. 3. Teams shall change courts at the end of each game.

Ball in Play: 1. A ball, other than a service, touching the top of net and going over into the opponent's court is still in play. 2. A ball, other than a service, may be recovered from net, provided that the player avoids touching net. 3. Ball may be touched only three times by one team before being returned over the net.

Scoring: 1. Failure of the receiving team to return ball legally over the net shall score one point for the team serving. 2. A game is won when either team scores a two-point lead with at least fifteen or more points.



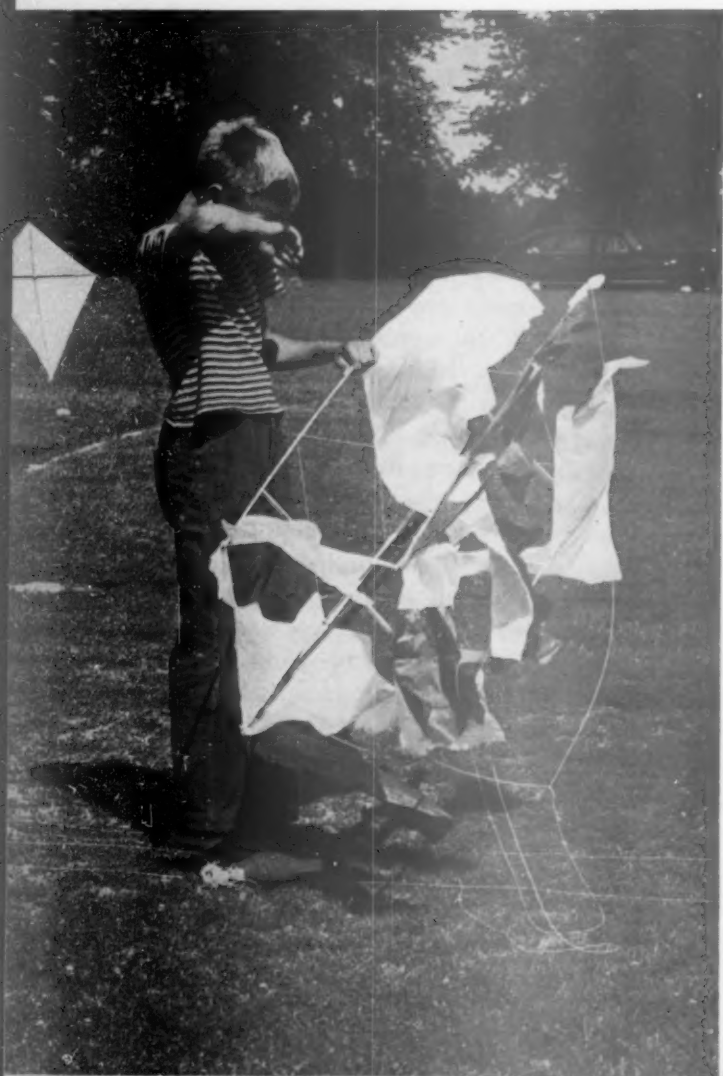


Open-air checker games attract oldsters to many parks. These earnest players are oblivious to New York City's passing throngs.



Swinging high "twixt earth and sky" still appeals to the younger set who, like this pleased young miss, throng to the land of the slide, swing and seesaw.

When America moves to the p



A kite tournament brings grief to a young Cleveland. Leaders, take heed! This shows the strong influence recreation activities may have on emotions.



Arts and crafts projects abound; they appeal to all ages. Usually, such activities are part of daily playground program, as in Charlottesville, W. Va.

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Special days like Hopalong Cassidy and Grandma Moses Day in Shelby, North Carolina, turn playgrounds into make-believe lands.

e playgrounds

... Anyone in the family, from Lil' Abner to his Grandpa, is apt to be caught up in the wide range of gay "goings-on." These pages present a few of the many colorful activities.



Baseball, loved by all boys, caught in action in Jacksonville, Florida. Recreation leaders heatedly debate the wisdom of midget league play.



Tennis is most popular with young adults like these smiling, Waukesha, Wis., girls.



Pageants are part of every playground season. Here clowns are ready for a Brooklyn festival.



Music is needed at all festivals and large affairs. Schools cooperate in Miami Beach, Florida.

FILMS

teach playground leaders

about people

Rex M. Johnson

What should playground leaders know about the people who use the playgrounds? How can playground leaders help aggressive children? How can playground leaders help backward children? Can playground leaders plan programs which will serve needs for recognition, new experience and so on? Do the preconceived ideas or prejudices of playground leaders create problems for the children? These are just a few of the many similar questions discussed, in the spring of 1950, at the film-stimulated in-service training program for the permanent staff of the Division of Playgrounds and Recreation, Rochester, New York.

For the last four years, the Division of Playgrounds and Recreation, in cooperation with the Council of Social Agencies, has carried on in-service training programs for the purpose of helping staff members to acquire skills which will make them more proficient in the management of various playground programs. These skills have included group games, of both high and low organization, storytelling, folk dancing, handicrafts and so on. Prior to this spring, though, very little effort had been made to help playground leaders understand what these programs mean to those who participate. However, a developing interest to know more about handling difficult behavior problems resulted in requests to have in-service instruction in the general field of human relations and, in particular, on such questions as why some children refuse to participate in games and what can be done with anti-social children. In short, the staff wanted to know more about group interaction, the emotional needs of children and causes of delinquency.

To set up a program of instruction

for playground leaders in their field is not easy, since the ideas and concepts necessary for even a general understanding are not easily grasped in the short time generally allotted to in-service training programs. It was decided, therefore, to use audio-visual aids and set up a complete instructional program in which major reliance would be placed upon films as the basis for discussions.¹ Following through with this idea, a program of seven films was planned by the writer with the help of Norman B. Moore, head of the Reynolds Audio-Visual Division of the Rochester Public Library.²

The general purpose of this training program was to give the permanent staff members, in six consecutive discussions, as much information as possible about people—dealing with such matters as emotional security, anxiety, aggression, desire for recognition and response, competition and conflict, and other information which might give insight into individual needs and group interaction. It was hoped, also, that by increasing the playground leaders' insight into the behavior of children and others, these leaders might be better able to work with groups, with other staff members and, also know more about making referrals to other community agencies of behavior prob-

lems which they could not handle.

After careful appraisal, seven films were chosen. Films are not available in this field which deal directly with playground situations. Excellent ones can be secured, however, which, in conjunction with discussions, will help in giving greater insight into human development, the role of the playground leader in the lives of the children and the need for cooperation among all community agencies in handling related problems of recreation programs.

The films selected were sorted into three groups. In group one were placed *The Emotional Needs in Childhood* and *Life With Junior*, films emphasizing that the basic emotional needs of children are those of affection, security and independence. The discussion brought out that playground leaders who are aware of these needs are better able to plan programs and to deal with children on the playgrounds. The films also showed that many children do not accept adult standards of behavior willingly—hence the need for an abundance of patience on the part of those who work with children and young people. Some of the questions prompted by the films in this group were as follows:

1. Are playground leaders important in the lives of children? Why?
2. Do relationships on playgrounds affect the behavior of children elsewhere? Why?
3. What is meant when it is said that "bad" behavior is symptomatic?

Group two was made up of two well-known films: *The Feeling of Hostility* and *Over-Dependency*. They pointed

¹See, Johnson, Rex M., *Films Teach People About People*, Educational Screen, October 1949, about a training program for day camp counsellors.

²See, Johnson, Rex M., and Moore, Norman B., *A Report on the Reynolds Audio-Visual Division of the Rochester Public Library*, Journal of Adult Education, January 1950, about the work done by this division for the social agencies of Rochester.

Author REX M. JOHNSON is secretary of the Recreation Division of Council of Social Agencies, Rochester, N. Y.

out the necessity of understanding the relationships of children with parents, playmates and others if their behavior is to be understood. These films also made clear that "bad" behavior is symptomatic and that it takes time, patience and skill to determine causes—in short, behavior may not be what it seems. The films in group two, as well as the discussions, brought out some of the consequences of child fears, anxieties, desire for recognition and response, need for new experience, the problems of competition and conflict.

It was hoped that such information would not only make the staff members aware of the needs of others, but also of their own. It was pointed out in the discussions that playground leaders who are not, to some degree, aware of their own emotional needs frequently create problems as they work with children and others on the playgrounds. The three questions which follow indicate the type of information which these films brought out.

1. Is it necessary for people in a democracy to develop feelings of self-respect? Why?

2. Is it normal to have fears when facing new situations, i. e., learning new games, meeting new people, using new equipment and so on? Why?

3. Should boys be encouraged to play rough games? Why?

The films, *Problem Children*, *Children in Trouble* and *Make Way for Youth*, were used in group three. The first film pointed out that those who work with children should be just as much interested in helping children who are shy and backward and not immediate problems as those who are aggressive, belligerent and always problems. While the scenes shown in this film were those of a school and classroom, they could be duplicated over and over on any playground. The discussion brought out that playground leaders generally regard only those who are overly-aggressive as problems, while those who are timid and shy may, as a matter of fact, also need a great deal of help.

The films, *Children in Trouble* and *Make Way for Youth*, were spliced and run as one unit. The first film pointed out, in dramatic fashion, the need for close cooperation between all

community agencies if children are to be kept out of trouble. The second showed how effective young people can be in planning programs for themselves, as well as can be the entire community. This film also suggested that young people constitute a resource for community planning which few community leaders—or playground leaders—use as much as they should. The following questions were discussed in connection with these films.

1. Can recreation programs solve delinquency problems? Why?

2. Should young people share in planning community programs? Why?

3. Can different social and cultural groups learn to work and play together? How?

In preparing to lead this instructional program, the writer studied all of the films carefully, saw them many times and took notes of their content. Afterwards, guides were prepared which included information on the content of the films as well as a brief introduction to the general problem under consideration. Before the films were used, the guides were read and briefly discussed with the staff. This was done so that staff members would have some idea of the significant points to be covered by the films, as well as a general frame of reference for interpreting that which they were about to see. In other words, a total showing consisted of (a) a brief introduction to the contents of the films and the general problems to be considered, (b) the showing of the films and (c) a discussion of the films and the materials presented in the guides. By following this procedure, it was possible to bring out the salient points of each film and to discuss their significance for playground leaders.

Films such as these offer an unusual opportunity for recreation supervisors to bring to the attention of playground leaders valuable information which heretofore has been accessible only in books—and difficult for the uninitiated to understand. Films make it possible to broaden the knowledge of playground leaders, introduce them to areas of thought which, in turn, may help in all areas of playground administration. Other values may accrue.

1. Playground leaders may learn clearly, interestingly and quickly information which is difficult to communicate by speech alone.

2. Planned film programs give a great deal of interrelated information which is not possible in single, unrelated film showings.

3. Planned film programs also provide a common background of information which can be shared by the entire staff. This is helpful to supervisors when discussing playground problems with leaders.

4. Planned film programs on human relations help playground leaders to understand that, while it is important to know how to plan "good" programs, it is equally important to know something about themselves and those whom they serve.

The staff members who shared in this project were very enthusiastic about films—not because they made hard problems easy, but because the obscure became more clear. It is hoped that this report may encourage others to try planned in-service film-stimulated training programs—that is, film programs with a purpose! And one purpose which is important for us all—on playgrounds and off—is that of gaining a better understanding of the people with whom we work and play.

PLAYGROUND SUMMER NOTEBOOK 1951

Remember those twelve loose-leaf bulletins that come weekly each year to help you plan your playground program? A new series will be available this spring—same price—\$1.50. Subscribe NOW.

Is your 1950 set complete? Need another set? Complete sets of the 1950 Summer Playground Notebook are available at \$1.50

NATIONAL RECREATION ASSOCIATION
315 FOURTH AVENUE NEW YORK 10, NEW YORK



LOW ORGANIZATION games are the backbone of a good playground program. Surprisingly enough, many people use this term without being able to define what it means. These are the games which do not require a definite number of players, nor do they require any specific court or area. They use a minimum of equipment and are adaptable to a wide range of ages. Included in this category are circle and line games, area chasing and tag games, relays, quiet games, individual skill games and group contests.

Such games are valuable because they develop basic skills which are necessary to the successful playing of team games and of sports later on. They have tremendous appeal for boys and girls of the seven-to-twelve-year-old age group—who represent a large proportion of playground attendance. They are especially adaptable to the fluctuating attendance characteristic of playground youngsters.

It is a wise supervisor who sees that his leaders are given, in their training courses, good fundamental preparation for the leading of low organization games. The leader who knows dozens of games—from which he can choose the ones that are just right for the weather, the number of children who are ready to play or the area in which he has to work—is the one who will have a successful program and give the children a happy and interesting summer. Enthusiasm is contagious and stimulates a like response. Children love to play games if they are presented in an enthusiastic manner and

if the games chosen are suitable for their age group, their skills and the number of players involved. Good leadership is important.

It is important that the play leader be familiar with the characteristic behavior of youngsters at certain age levels, so that he may know what to expect. We know that six and seven-year-olds are still pretty strong little individualists who have great energy and show bursts of activity. They are noisy, quarrelsome and not good losers; their span of interest is short. They thrive upon praise and approval and enjoy simple, uncomplicated games.

We know that the next two or three years will bring great differences. Their endurance will be greater, skills will be increased and there will be a definite drift from individual to co-operative games. Games with chasing, running, rivalry, dares and risks are the ones which they will like best. The girls like the same games, and do them as well, as the boys.

In the next two years we will see the sex and psychological differences between the boys and girls become

more pronounced and considerable rivalry develop between the two sexes. In games where skill is emphasized rather than strength and endurance, the girls play as well as the boys.

Preparation

Know the game thoroughly. Have a clear understanding of its object, of the rules of play, the penalties, how to score and so on. This requires more than a casual reading of rules or instructions. Choose play space so that it does not interfere with other activities.

Be sure to have ready any play material which will be needed. If the game is a quiet one, be certain that the players are comfortably seated. If it requires a goal line, be sure this is marked or designated in order to save endless arguments about whether or not a player was "safe."

Motivation

Make it sound interesting and as if it were going to be fun for you as well as for them. Even the name of the game can create interest. Children like to play "Blondie and Dagwood" more than "Jacob and Rachel"—although it is the same game. The "F.B.I." or "Dick Tracy" game is more exciting than "Keen Eyes." Children love surprises and the introduction of a new

Miss Helen Dauncey, of the training staff of the NRA, is the Katherine F. Barker Memorial Field Secretary on Recreation for Women and Girls.

twist to the familiar. You can really sell a game by your voice, your eyes and your general enthusiasm.

Organization

Don't be afraid to start with only a few players. Curiosity about what you are doing or playing will bring others to join the fun. It usually is better to get players into formation for the game before starting an explanation. This cuts down the time between explanation and action—which is very important.

Choose clever children to start a new game in order to give the slower ones a chance to catch on. Use different and novel methods of counting out, choosing sides or selecting captains.

Explanation

Stand where everyone can see and hear you; you often get better attention if the children sit down and you stand. Make the explanation as brief as possible and save words by demonstrating. Remember that interest is sustained by having action follow quickly after the explanation.

Name the game, tell what the object is—how you do it; give an opportunity for questions and then start! Use hand signals to get attention and keep the whistle for games where it is needed as a part of the game.

Participation

It may be necessary for the leader to participate in the game at the beginning, to get things started. If so, take an inconspicuous part and gradually step out. It is more important for you to watch the playing to see whether it is too slow and needs to be speeded up or whether it is too complicated and needs to be simplified. Also, it gives you an opportunity to encourage the shy players, praise good playing and see that one or two players are not dominating the game. In this way, you can make every child feel that he is part of the game and see that he has fun as well as exercise.

Learn to make quick decisions. Know the rules and enforce them. When it is possible, without spoiling the point of the game, use penalties instead of eliminating players. At the close of the game, all those with three or more points scored against them

can pay a group forfeit.

Evaluation

Ask yourself, or your leaders, the following questions:

Did the children enjoy the game?

Was it a good choice for the number of players and the age group?

Did it awaken alertness by quickening the senses of hearing and seeing?

Did it develop reasoning and judgment?

Did it teach the basic skills of running, dodging, throwing, catching and so on?

Did every child have a chance to participate?

Did the children have a chance to make suggestions?

Did the playing of the game contribute to character building by teaching sportsmanship, courtesy and respect for the rights of others?

Did it have carry-over value? Was it a game that the children could play by themselves at home or in their backyards with their own friends? Was it a game that could be played for family fun around the supper table—a quiet game, stunt or trick?

Was the game changed at the peak of interest, or played too long so that the children began to drop out?

In presenting any game material on the playground, it is well to remember that you are leading children first and games second. It is what is happening to the child as he plays that should be of the greatest concern to the leader. Always be on the lookout for the shy, timid child who needs your encouragement to build up his confidence before he can take his place in the group.

The most important job of the leader is to help a child develop his ability to get along well with others and be accepted by them. His happiness depends upon this. The child who says he doesn't like to play games is usually the one who does poorly at it and is afraid of the criticism and censure of his playmates. Whatever the leader can do to give him practice and to encourage the slightest evidence of improvement may be very far-reaching in its results.

Games, of course, are but one part of a well-rounded playground pro-

gram; however, in my observation of programs, there is too little offered between the games for little children and the team games for older boys and girls. When a man play leader says: "My boys don't want to play *anything* but baseball," it is usually because that is the game he knows best and, too often, he does not encourage them to try anything else.

The following are a few low-organization games which you may not have used:

Circle Games

SWAT. For fifteen to twenty players, ages nine to twelve.

Equipment. A folded newspaper, a box or number ten tin can in the center of the circle.

Formation. Players stand in a circle, one in the center is "It."

Action. "It" goes up to someone and swats him with the folded newspaper on the side of the thigh. He then turns, runs to the center of the circle and places the paper swatter upright in the box. The person who was hit follows him and the object of the game is for the second person to get the paper quickly and swat "It" before he reaches the vacant place in the circle. If he is successful, "It" has to be "It" again; if he fails, the second person is "It" the next time.

PASS IT. For same number of players as above, same age group.

Equipment. A folded newspaper, towel or swatter.

Formation. Players stand close together in a circle, with both hands in back of them. One player is "It" and stands in the center.

Action. The swatter is passed in back from person to person, either to the right or to the left. The object of the game is for "It" to guess correctly where the paper is. He does this by pointing to a player who must immediately show both hands in front of him. If the guess is correct, they change places, but if incorrect, the game continues. Add interest by having players reach out and hit "It" whenever his back is turned to the player holding the swatter.

Line Games

SLAP TAG. For fifteen to twenty-five players, ages nine to fourteen.

Formation. Two teams line up facing each other about fifteen or twenty feet apart.

Action. Players of Team A extend their hands in front with palms up. A player from Team B crosses over to Team A and goes down the line, touching each pair of hands. When this player decides which member of Team A he wishes to tag, he hits that person's hands not only on top, but on top and underneath. He immediately runs back to his own line, chased by the player whom he hit twice. If the player from Team B reaches his line without being tagged, he is safe. If he is tagged, he becomes a member of Team A. The chaser from Team A then taps the hands of Team B and the game continues. The team having the largest number of players at the end of the game wins.

F.B.I. GAME. Use the same number of players as above, same age group.

Formation. Players stand in two lines facing each other.

Action. Each person observes closely what the one opposite is wearing. Team A is told to turn around and Team B is given a minute to make some change in costume—untie a shoe lacing, unbutton a button, turn a belt around and so forth. Team A then turns around and each person on the team, in turn, is given one guess as to what the change was. One point is scored for each correct guess. The second time the game is played, the opposite team does the changing.

HUNTER, GUN AND RABBIT. Same number of players as above. The fun in this game lies not so much in what the players do, as in how they look when they are doing it. Two teams try to out-guess each other in choosing the word which scores highest.

Scoring. The word "Hunter" scores over "Gun" (because the hunter can control the gun). "Gun" scores over "Rabbit" (because the gun can kill the rabbit). "Rabbit" scores over "Hunter" (because the rabbit can run fast and escape). If both teams assume the same pose, no score is made.

Positions. Hunter—arms folded upon chest. Gun—arms extended as though holding gun. Rabbit—hands placed upon head like ears of rabbit.

Action. To play the game, the two

teams line up facing each other about ten or fifteen feet apart. The first person in each line is the captain and decides upon the word. He goes down his team telling each person what it is, then stays at the foot of the line. At the signal of the leader, each team takes the position of the word given by his captain, and the one with the higher word gets a point. Number two then becomes a captain and so on, so that each person has a chance to decide upon the word. Play for the first line to get eight points or other predetermined score. After players are familiar with the game, penalize the teams for any errors in pantomime. (If everyone is doing "Gun" except one careless player, who is doing "Rabbit," his team loses the point even though one word outrated the other.)

Running and Chasing Games

SQUIRREL IN TREES. (A variation)
Any number of players, ages seven to ten.

Formation. Players are scattered over the playing area in groups of three. Two of them join hands to make a tree and the third player is the squirrel inside of the tree. Two extra squirrels are in the center of the playing area.

Action. At the signal—either a whistle or a clap—all squirrels change trees and, while they are running, the extra squirrels try to get a tree. The two left out stand in the center the next time. Encourage players to *cross* the playing area, not to run to the nearest tree. Change trees and squirrels frequently so that all have a chance to run.

OUCH! For fifteen to thirty-five players, ten to fourteen years of age.

Formation. A long line of players with hands joined, ready to walk forward. An odd player is the catcher and stands facing the line, about ten feet away.

Action. The line starts walking forward; the catcher walks backward. As the line walks, the first person squeezes the hand of the second player who passes the action down the line. When the last person gets the squeeze, he may call "Ouch!", whereupon they all turn and run for the goal line—pur-

sued by the catcher. Anyone he succeeds in tagging becomes his helper and leaves the line. The last player who calls "Ouch!" may wait some time before calling, but may not say it before he gets the squeeze.

An Active Team Game

EVADE BALL. Thirty to sixty players may participate. This game is especially good for older boys, but may be played with a mixed group of boys and girls twelve years of age and up. A volleyball is used.

Formation. Players are divided into three equal groups, or teams. Team I and II form the side lines facing each other about twenty-five feet apart. Team III is the *running team* and players are numbered consecutively.

	X	Goal	X
	X		X
	X		X
Team	X		X Team
I	X		X II
	X		X
	X		X
	X		X
		X 1	
		X 2	
		X 3	
		X 4	Team
		X 5	III
		X 6	
		X 7	
		X 8	

Action. To begin the play, the ball is thrown to one of the side teams. Player one, on the running team, immediately starts running between the two teams, around the goal and back to the starting line. He scores one point if the run is successful and he has not been hit. If he is hit during the running, he steps out of the way and number two on his team starts to run. When the entire team has run, the score is added. Team III then replaces Team I; Team I goes over to replace Team II; Team II becomes the running team (clockwise progression).

Rules. No fielder may throw the ball from in front of his line.

No fielder may hold the ball more than three seconds.

No hits may be above the waist of the runner.

GERMAN LEADERS

Study Recreation in the United States

(Continued from RECREATION, March 1951.)

Donald B. Dyer, Director, Department of Municipal Recreation, Milwaukee Public Schools, Wisconsin.—We have had German visitors upon two occasions—one a professor from a Berlin teachers' college interested in physical education and recreation, and two male university students who do part-time recreation work in Germany. One was interested in YMCA work and the other in architecture. A member of our staff devoted practically all of her time to planning the program for these visitors.

They were shown all phases of the public recreation department program; time was spent in giving them the his-

Recreation authorities who are interested in the possibility of having one or more German leaders assigned to them in 1951 are advised to communicate with the German Leadership Project, Youth Division, National Social Welfare Assembly, 134 East 56th Street, New York 22, New York.

tory and philosophy of the department; schedules were prepared for visits to private agencies; and they were taken on tours of some of our large industrial concerns. An effort was made to give them some of the cultural background of America through attendance of dramatic and musical productions, visits to art galleries, the museum, the library, the schools and so on. We tried to show them how the programs of public and private agencies, as well as their facilities, were coordinated.

Our visitors were very appreciative

of our efforts. We believe that they benefited from their visit to Milwaukee and that we have made a contribution to a worthy project. We are willing to cooperate with other such projects.

* * *

Henry D. Schubert, Superintendent of Recreation, Dearborn, Michigan.—Three German youth leaders visited Dearborn during the spring and summer of 1950. One came from Berlin, one from Bavaria and the third represented the Heidelberg district. Each worked with youth in his own territory but in a different manner. Although various experiences and backgrounds were represented, each was in search of more complete ways of helping his countrymen.

Actual American experiences and participation helped teach them our way of democracy in education, recreation, sports and leadership.

Our "tot lot" program appealed most to the visitor from the large city. Consideration of similar play lots was in his first recommendation upon returning home.

One German youth leader reached Dearborn in time to sit in on our summer program organization meeting. Here he observed our method of reaching decisions and attended all sessions of our leaders' workshop.

All three visitors had had camping experience, but the idea of municipal year-round camping was new to them. They had an opportunity to experience our democratic camping program for our city's children.

Dearborn, its people and our staff were left with a better understanding of the German people and their ways.

LOOK TO WILSON



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here
come
the
PUPPETEERS!

Margaret D. Blickle



THE ART of puppetry, which grew from a religious background, found its way into theatres, into fairs, appeared and disappeared, lonesomely it through many countries, was condoned and condemned, now finds itself again in America as one of the most popular forms of amusement. At present it appears in theatres of its own, in private entertainment, in night clubs, vaudeville, churches, on television and on playgrounds. It runs the gamut from highly professional shows to the most amateur of performances; but no matter what kind of a puppet show is given, a crowd always gathers. Its appeal is universal as well as ageless. The tiny child looks with awe upon the figures taking life before his eyes, just as the oldster gazes with unfeigned interest and amusement at the puppet's antics. It is recreation both from an audience's and a puppeteer's point of view.

The Columbus, Ohio, Recreation Department has tried out the various potentialities of the puppets with a traveling show and found it a complete success. While no recreation program is carried out with amusement as its only aim, a puppet show can masquerade as such and still, in so doing, inspire many children in the audience to try a similar project involving a great deal of work, ingenuity and creative activity along a number of lines. Yet to them it spells not work, but fun and fancy. They may dream up a puppet show in its simplest form or they

may plan and execute a very elaborate production with costumes, scenery and lighting. In fact, the traveling puppet show has proved itself a springboard for any number of these activities.

In Columbus, we have made the children very puppet conscious and, of course, TV has helped; but a live show is quite different from a TV puppet show, and each supplements the popularity of the other. At the beginning of the summer season, an announcement is made by the department that a puppet show is available to the various playgrounds. Naturally, there are more requests for it than can easily be filled. A schedule is made out, however, and the show is on.

We believe that the first puppet show should be a professional one. It can be followed later by the children's own productions. It should be manipulated by experienced puppeteers, who are equipped to meet the situations which may arise on a playground.

They must be ready for any emergency. Puppetry on a playground is not a cut and dried thing. The show may be given to the accompaniment of a rumbling truck and the passing of traffic, or it may be interrupted by a roaring train or a dipping airplane. The puppeteer must know when to use pantomime and when his voice can be heard above the noises or interruptions. He sometimes can turn the disadvantages into advantages if he has had enough show experience. He must always be ready to meet production

difficulties. He often will find himself giving a show in the broiling sun, with the children sitting on the grass—in the shade if possible. Out in the open, the wind may be whipping from the back or the front of the stage, necessitating the use of sandbags to anchor it. On the other hand, the stage may be set up in a playground shelter where available electricity adds more color and sound to the production. Anything is possible on the playground! Audiences vary from the football team to the kindergarten tot. Mothers and fathers flock to the puppet show; and there are all of the various reactions of the heterogeneous ages. An experienced puppeteer can, and must, gear his performance to these different ages and tastes.

The enjoyment of a puppet show is not all one-sided. The audience has no more fun than the puppeteer. Our experiences when giving the shows have been priceless. At one time, many of the children were sure to ask where the "puppies" were; but now, with the popularity of Kukla, Fran and Ollie, most of them know what a puppet is.

However, they are not always sure how a puppet works. There are those wide-eyed children who sometimes come up to the puppeteer and shyly accuse him of talking for the puppet.

MRS. BLICKLE has been in charge of dramatics and puppetry on Columbus playgrounds for the last three years. Above, she introduces two favorites.

When we look at the child and think that he still believes in Santa Claus, we usually reassure him by saying: "But didn't you hear the puppet talk?" The answer is always "Yes," though sometimes, still a bit on the doubtful side. We believe in going along with the child. It may not be the time to shatter his illusions. We learned this the hard way one time, when we were presenting a marionette show in which a fairy flitted and glittered about the stage. After the play we allowed the children to come backstage to see the puppets. The day afterwards, we received a phone call from a father who said, "I don't think you should allow the children backstage!" He explained that his little four year old son had been found that day, in the haystack, crying broken-heartedly. Upon investigation, the little boy said, "But it wasn't a real fairy. I thought it was real and it was only a doll."

Of course, in direct contrast to such a child, we often have the gadget-minded little boy who wants to see how the props work. We always show him. Those are the things that intrigue him and inspire him to build his own show. Then there are the children who come up to tell us about the puppet that they have at home. We listen to them and encourage them to go home, take the puppet out of its box and give a performance.

out the names of a few of the children—preferably the shyer ones. This never fails to delight and mystify the young audiences—and some of the older audiences, too. No audience has loved it more than the Golden-Agers. At one performance, the clown looked down at his entrancing audience of little Negro folks who had dressed especially for the occasion. One little tot caught his eye, and he made the remark that he loved little girls—especially the one right in front with the white dress and the pink bow in her hair. He threw her a kiss. The child jumped up, clasped her hands together in an ecstatic gesture, turned to her companions and said: "Oh, do you hear him—he's talking to me. He's talking to me!"

In our playground shows, we always capitalize on this audience participation. We quite often have our puppet try to sing a song which is apparently unfamiliar to him. The audience is always delighted with the opportunity to be able to help the puppet out of his dilemma. Again, we have tried to have our animals learn a trick—the trick of counting, for instance. The children become hilarious over the lion's unsuccessful attempt to count to ten, and they are most anxious to help him by counting very slowly for him until he learns the art. We have even tried to make the lion learn a

amount of advice from home or from the playground leader.

We have found an in-between age on the playground, members of which hate to be caught looking at the puppet show even out of the corner of the eyes. These are the self-conscious teenagers. They're a bit afraid that this is child's entertainment, and they haven't yet reached that older age which has discovered in fairy tales a new interest outside of a child's world. Consequently, we often saw the teenagers lurking on the outside fringe of the puppet show, only looking at it when they thought nobody was noticing them, until we found a way to intrigue them also. It was with a few trick marionettes. We do not attempt to carry a marionette stage with us since such a stage involves a too complicated set-up for the playground. However, a few trick marionettes can be unfurled before the teen-agers, and the very intricacy and beauty of the puppets—a juggler who juggles balls, a dancer who looks like a movie star and dances fancy steps, a cyclist who wheels about on a unicycle—never fail to bring the boys and girls around. After this introduction to the puppet world, apparently, the first puppets do not seem too simple to watch. The older boys and girls forget their inhibitions and laugh with the rest of the children and adults.



We believe that the children should enter into the spirit of the affair, and we contrive our playground performances for this reaction. The puppets talk to the children, although, in many cases, this has had near disastrous effects when some of the children have answered them with rowdy enthusiasm. However, there are other moments of sheer delight when the child responds with the expected, or better yet, with the completely unexpected comment or question. Our clown, who is the narrator, often calls

multiplication table and the children obligingly help him.

It always is easy to throw in a few useful hints about safety on the playground, without the children feeling that they are being "preached at." In fact, they quite often make helpful suggestions themselves. We have a dragon who calls attention, although he doesn't need to, to his beautiful white teeth, and he's very proud of his immaculately-kept claws. Children are much more impressed by the dragon's philosophy of cleanliness than by any

Later, this interest can be useful when scenery needs to be constructed.

Playground entertainment should have some ulterior motive and that is exactly what we plan. Very seldom is a show given that doesn't galvanize the children into action. They want to build a puppet. They want to have a puppet show. All kinds and types of puppets have been inspired through playground troupings: potato puppets, rod puppets, paper sack puppets and the more durable types. One playground dreamed up a style show, with



the clothespin puppets in the most elaborate costumes of crepe paper. Some of the boys who became very interested in the project made a stage from a box and rigged up Christmas tree lights which were quite adequate for lighting the slim figures. A narrator explained the occasion for which each costume should be worn. Practically every child on the playground knew the narrator's part and there were many operators for each puppet.

On another playground, where discipline had become somewhat of a problem, a puppet show became so all-engrossing that the children were entirely too busy to get into any mischief. They read several stories and decided to dramatize *The Elephant's Child*. By the time they all had participated in reconstructing the story into a workable script, not even Mr. Kipling himself would have recognized

his work. (Most of the children felt that they had greatly improved the original script.) The stage was constructed after much drawing, erasing, fitting and nailing; the screen was made from thin muslin after discarded paper and unbleached muslin had been tried. The shadows were cut from heavy construction paper; the scenery was cut, abandoned and cut again; lines were memorized; and the puppet show was presented many times with great enthusiasm and success.

Many of the playgrounds made puppets from papier-mache, while others made them from the more durable and very cheap substance of sawdust and wheat paste (enough sawdust added to a thick wheat paste to form a putty-like substance that can easily be molded). All kinds of talents were called into play—sewing, drawing, molding, painting, carpentry, electrical

ability, dramatic talent, writing ability. Original shows were written; fairy and other folk tales were adapted with a few ad lib lines added. As a result, a great number of children felt responsible for the final success.

On one or two playgrounds, a similar project was started but not carried through. After the puppets were made, a show was never given. Naturally, where this was allowed to happen, the whole project lost much of its value. Children should be encouraged to finish any undertaking, since the satisfaction gained from carrying a project to a successful conclusion cannot be overestimated.

As a recreation project for playgrounds or centers, it is difficult to conceive a crafts project which will call into play more creative energies in a wider variety of fields than the art of puppetry.

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OPERATING POLICIES

AT PUBLIC SWIMMING POOLS

VALUABLE INFORMATION upon the policies adopted by public authorities in the operation of swimming pools in Indiana cities for the summer of 1950 has been assembled by the Board of Park Commissioners of Fort Wayne, Indiana. The information gathered in the study is factual, and the report makes no attempt to appraise the procedures or to relate them to standards of pool operation and service. The study affords a picture, however, of the policies in effect in twenty-five cities. In two of the cities, figures relate to indoor pools; in the others, they are based upon outdoor facilities.

Practically all of the pools are open afternoons and evenings five or six days per week. In only nine cities are they open during the morning hours. The closing hours in the evening vary from seven to ten p.m., a majority of the pools being open until nine p.m. The cities operating pools in the morning open them at either nine or ten a.m.; two-thirds of the pools do not close during the noon hour.

Practice varies with reference to Saturday and Sunday operation. A few pools close on Saturday at the end of the afternoon. Most pools are not open until early afternoon on Sunday and a few are closed on Sunday evening.

The swimming season starts early in June in twelve cities; on Memorial Day in eight cities. The two indoor pools are operated the year round. Pools are closed for the season in eighteen cities during the first week in September; in five, they close at the end of August.

Children are not charged admission at any time at the pools in five cities. In others, an admission fee for children is charged either at all times or during specified hours, and it generally

varies from ten to twenty-five cents. In four cities, the fee on Saturday afternoon and Sunday is higher than at other times, the maximum amount being thirty-five cents in one of them. The rate varies according to the children's ages in two cities.

Adults may use pools without charge in four cities, one of these having an indoor pool. The rate for adults varies from ten to fifty cents. In seven cities, it is less than thirty cents; in eleven cities, between thirty and fifty cents. Only three cities report a higher fee for adults on week ends.

Eleven cities report the use of season tickets, with separate rates for children and adults in most cases. The season ticket fee for children varies from \$2.50 to \$4.80, while adult rates vary from \$4.25 to \$6.90, with four cities charging a \$6.00 fee. Family season tickets are sold in six cities at from twelve dollars to fifteen dollars. Only one city sells a ticket good for ten admissions.

A majority of the cities do not provide a suit rental service. In the nine reporting such service, the rate varies from fifteen to thirty-five cents, with four cities charging twenty-five cents. Two cities require a deposit of one dollar and fifty cents respectively. Towels are not rented in eleven cities. In the thirteen that do so, a ten-cent fee is most common.

Eleven of the cities that report charging admission to their pools offer some free periods. A few make no morning charge from Monday through Friday or Saturday. Some do not charge children for morning swims; a few have permitted free swimming only two or three mornings per week.

The rate of pay for lifeguards varies from \$100 to \$175 per month in the

ten cities reporting pay on a monthly basis; in most cases, the amount is closer to the lower figure. Twelve cities report an hourly lifeguard rate of from fifty cents to one dollar, with seventy-five cents per hour as the rate most frequently offered.

Checkroom attendants are paid appreciably less than the lifeguards in most cities, with several cities reporting a rate of only fifty cents per hour. Cashiers receive little more than the checkroom attendants and, in most cities, were paid less than the lifeguards. The hourly rates vary from fifty to eighty cents per hour. The highest monthly rate was \$155, some cities paying less than one hundred dollars.

In answer to a question as to the length of life of diving boards, a great variety of answers was received. At the two indoor pools, one replied one year; the other, five years. Seven cities report that their diving boards last for two years; five, for only one year; three report one-and-one-half to two, three and five years respectively.

Eight cities report that they paint their pools every year; three, that they paint them every two years; and two, that the job is done within three-year intervals. Two other widely divergent replies are "every three weeks" and "every twenty years." Pools are not painted in five cities.

The use of white cement paint is reported in five cities; aluminum paint and Interol in two cities each; ramuc enamel and a chlorinated rubber base in one city each.

Other questions in the survey related to the amounts of chemicals and the swimmer load, but the answers have value only in relation to the individual pools.

Creative Recreation

Grace Walker

CREATIVE RECREATION is, first of all, a point of view, a belief, a philosophy. It begins with the assumption that man is naturally creative; and, with his mind, body and emotions—his creative equipment—if given opportunity, he is able to develop and enrich life. Drama, choral speaking, music and the dance are some of the special activities through which creative experiences and enrichment may come. There are, however, a few definite approaches which a leader of these activities must take into account if the most valuable results are to be obtained by participants.

1. Always, the approach must be one of lightness and fun, never a do-or-die attitude.

2. There must be no sense of outer compulsion but, rather, such strong motivation that the participants will feel a vital inner desire for the experience.

3. There should be, on the part of the leader, an awareness of the ultimate objective in terms of growth and development.

The role of the leader in a creative

GRACE WALKER is one of the recreation leadership specialists on the staff of the National Recreation Association.

program is especially important. "It is of prime importance," says Ruth Radir,* "that the leader shall have a clearly-defined goal. This goal is found in the business of providing depth of experiences that lead to emotional and social maturity and breadth of experiences that bring groups into their cultural heritage."

The following three questions, on the part of the leader, may serve as a point of departure in formulating program procedure and in moving ahead toward his goal:

A. *What* do I desire to accomplish in mental, physical and emotional growth for the group?

B. *Why* do I desire to accomplish this?

C. *How* shall I, through program and activities, accomplish it?

Question "A" should be both generally and specifically tabulated; question "B" answered by needs observed through knowledge of background and environment of participants; question "C" should designate the "how" of techniques, skills and activities.

Choral Speaking

Choral speaking, an excellent exam-

*Modern Dance, by Ruth Radir.

ple of a creative program activity, is the art of group reading or speaking. It is comparable to group singing, except that the process of communicating an idea is accomplished through speech rather than with song. As a group activity, it may serve many purposes and give many satisfactions. The following are a few examples:

1. An unlimited number may participate.

2. It is a perfect group device for teaching a cooperative and unified activity.

3. The timid develop courage through group expression.

4. Better speech and diction, for day-to-day communication, result.

5. It presents a good opportunity for group responsibility in program development.

6. It is an appropriate and excellent device for use in club, camp, church, school, community programs.

Kinds of material to be used in choral speaking activities include:

1. Highly rhythmic.

2. Easy to read (on each age level).

3. Fun material.

4. Dramatic material.

5. Imaginative and beautiful selections.

6. That offering possibility of incorporating movements of dance, music.

The following suggestions for choral speaking are in no way a sum total of what may be formulated and carried forward in such a program but, rather, are a few notations taken from one person's experience. A multitude of ways of progressing toward creative expression through use of this activity is open to any leader.

The delightful possibilities of choral speaking for the very young is predicated upon two facts: that young children are aware principally of their bodies and, therefore, all material used should call for highly rhythmic movements; and that young children develop motor-skills, thinking and feeling best in group situations.

A few familiar jingles for the very young include:

Boom, boom, beat the drum,

Boom, boom, here we come,

Boom, boom, do not lag,

Boom, boom, wave the flag.

Procedure: The rhythm of the jungle is felt by the group through the beating of the drum and the waving of the flag. To this movement marching may be added.

Two Little Blackbirds

Two little blackbirds sat on a hill,
One was named Jack, the other Jill,
Fly away Jack,
Fly away Jill,
Come back Jack,
Come back Jill.

Procedure: Divide the group into two sections designated "Jack" and "Jill." Develop rhythmic pattern by clapping or finger tipping. On the four short lines, the rhythmic pattern is completed by the action of flying away and back. Example:

"Fly away Jack." Group flies away.

"Come back Jack." Group comes back.

Poems with a refrain and with sound effects are good for the very young.

Leader—Who, who, hoots the owl.

Children—Who, who.

Leader—Moo, moo, lows the cow.

Children—Moo, moo.

Leader—Coo, coo, calls the dove.

Children—Coo, coo.

A little two-line poem in which children find their beds and go to sleep also is fun:

Creep to sleep
Teeny sheep
Creep to sleep
Teeny sheep
Creep to sleep
Teeny sheep
Sleep, sleep,
Sleep.

Procedure: Children repeat the poem and, as they have the urge to go creeping off to find a bed, they do so—always walking in rhythm. Every movement should be rhythmic. The leader, through her own reading, at the last establishes the feeling of rhythmic quietness.

Children of the elementary age group can develop unlimited originality in this activity. Poems that tell a story, that are full of drama and movement, that have infectious rhythm and familiar situations should be cho-

sen. Those filled with beauty and imagery are also needed to balance the program:

The North Wind

Who-who-oo-oo-oo

Who-who-oo-oo-oo

Who-who-oo-oo-oo

Solo Group: The north wind blew
It rattled the windows
It blew down the flue
The great trees groaned
When the north wind blew.

Procedure: Divide participants into four groups—high voices for shrill winds, medium voices for ordinary winds, low voices for deep rumbling winds, and a group to read the stanza.

Voices begin to blow softly on these three levels, mounting to the climax. The blowing sound decreases as the words are read, the voices coming in and the winds increasing at the end of each line. They gradually die away at the end of the stanza.

My Right Hand to You

Formation: A single circle, each child facing a partner.

Words

Action

- | | |
|----------------------------|---|
| 1. My right hand to you | 1. Clasp right hands |
| 2. My left hand to you | 2. Touch fingers of left hand in dance movement |
| 3. Whirling so merrily | 3. Whirl under partner's arm |
| 4. Singing so cheerily | 4. Whirl back to position |
| 5. Bending down low | 5. Girls make deep curtsy; boys bow low from waist down |
| 6. Stand erect so. | 6. Rise slowly to erect position. |
| 1. My right foot up, down | 1. Lift right foot |
| 2. My left foot up, down | 2. Lift left foot |
| 3. Tripping so lightly, oh | 3. Girls trip past partner with light running steps |
| 4. Back to my place I go | 4. Return with same steps to place |
| 5. Bending down low | 5. Girls make deep curtsy; boys bow low from waist down |
| 6. Stand erect so. | 6. Rise slowly to erect position. |

Choral speaking is not alone the province of the child. Young people and adults can likewise discover fun and pleasure in such activity.

The Little Widow of Saint Isabel

This is the poor Oh, I ran so swift-
widow ly
Of Saint Isabel. I most fell apart.
She wishes to I held out my
marry— hand
With whom she But I gave her my
can't tell. heart.
The priest's serv- Oh, I like my cof-
ant wrote her. fee
It pleased her quite And I like my tea
well. But you know I
She sent him a let- give all
ter My true love to
From Saint Isabel. thee. (Repeat.)

This is an example of a very simple arrangement of a Mexican game, which includes choral speaking, dramatic action and dancing. Participants take the parts of choral speakers, dramatic characters such as the little widow, the priest, servant and messenger. See sketch for the arrangement of groups.



Choral speakers, in lively voice, tell the story of the little widow who is hunting a husband. On the line, "She wishes to marry," and so on, the little widow runs wildly around looking for someone to marry. On the line "With whom she can't tell," she dejectedly sits down again. (Note: the first and second lines are repeated by groups three times each.)

In the second stanza, the messenger comes tearing (across Mexico) to bring a proposal. The little widow sends back, by messenger, a hurriedly-written answer. In the third, the priest's servant "almost fell apart" in his eagerness. The fourth stanza, calls for the priest's servant's love speech in a light, lilting tone and rhythm, as he raises the little widow to her feet.

The choral speakers likewise take partners and prepare to dance to the words and rhythm of the last stanza. Any simple group dance which fits the rhythm of the poem may be used.



Dramatization of playground situations as a training device

A NEW APPROACH in the method of teaching was made at the annual summer playground leaders institute of the Milwaukee Department of Municipal Recreation in 1950. In past years, many play leaders were confused after a two-day intensive playground institute covering administration, games, crafts, apparatus, leagues, special activities and so on. Therefore, in an attempt to overcome this difficulty, a committee of playground supervisors planned a dramatization of playground situations that might prevail on opening day. The purpose was to depict those situations which confront play leaders early in the season and to suggest procedures and methods of handling some of these problems. This was accomplished in eight scenes, through demonstration, conversation, pantomime and the aid of a narrator. The dramatization was presented on the stage with settings suggestive of a playground. The narration and scenes follow:

Playground Situations

Narrator—A committee of full-time recreation personnel has planned a series of scenes to depict some of the situations which arise on playgrounds and which are confusing to play leaders, especially early in the season. After the play leader is experienced in his neighborhood, some of the problems resolve themselves; but, at first, they appear as huge mountains. The purpose of these

Submitted by JOHN ZUSSMAN, director of special activities for Milwaukee Municipal Recreation Department and Public Schools.

scenes is to bring some of these mountains down to size. We shall present several typical situations so that you can visualize them, and shall then suggest ways in which they can be met.

SCENE I—MONDAY MORNING, JUNE 26

A playground which opens at 9:00 a.m. It is the first day of the 1950 summer playground.

CURTAIN RISES

Narrator—There are some young boys and girls and teen-agers in groups about the playground building. Some are eating; one is smoking. Some have water guns. A game of strike-out is in progress. What will happen when the leader walks onto the playground?

Action—Leader enters and greets the boys and girls.

Narrator—The play leader arrives early. This is the ice-breaker time. The boys and girls are wondering what their new play leader is like. The children ask questions and the leader answers them as a way of introducing himself to the group. They ask about softball leagues, nature camps, festivals, who will be the new girl leader and when the swings will be available.

Play Leader—By the way, what special activities do you like?

Narrator—You will note that the leader is not making any rules. He did not discipline the smoking, although he saw it. He is exploring interests and establishing a common ground. In getting children to talk about themselves, he is showing an interest in them and in their problems. Remember that no two playgrounds are alike. You may not encounter these exact situations, but the elements of successful leadership which have been portrayed will be needed in a number of similar situations. Strike-out, played against the building, is not allowed on playgrounds and many of us will be required to deal with this. We will all be tactful and diplomatic, but our approach will vary in different situations.

SCENE II—ALSO MONDAY MORNING

Narrator—The custodial staff of the Department of Service and Supplies has been very busy picking up and repairing equipment used during the spring, and preparing and packing material for the summer season. Your equipment may not arrive until sometime Monday morning. The ice has been broken and relations are more friendly. The department truck arrives and the custodian brings out game equipment. The director introduces himself to the custodian and they exchange a few comments. The boys and girls soon are clamoring for equipment.

CURTAIN RISES

Action—Custodian enters and deposits equipment at cupboard.

Children—Give me a ball! Hey, I want a bat. Can I have a basketball? You got any jacks?

Play Leader—Just a minute, just a minute, please. I have to check every piece of equipment with the inventory. Then I'll have to inflate the balls. You just wait a few minutes and I'll have everything ready.

Children—The diamond is clear; give us a bat and ball!
Play Leader—Well, now, do you see that glass on the diamond? If you . . . (Then leader goes into building. Cupboard is all ready.)

Narrator—The director must use his judgment about asking boys to clean up the grounds. He would not do that unless very good relations had been established with them. In this part of the scene, the director is in the building checking supplies. To save time, the cupboard has been prepared. The material is well organized. Similar material is together—and should be kept that way. He is able to tell at a glance what is missing, how many bats are out and so on.

Notice the time cards, the attendance cards and the requisition cards. Later in the day, a time card for every member of the playground staff will be posted. It is very important that these cards and the playground calendar be posted here. When the door is locked, they will be secure. Just a word about ways of posting. Material may be taped on or a large piece of poster paper with slits for corners may be used. If tape is used, be sure to stick a piece of paper onto the strip of tape so that the cord will not stick. It is the same principle used in mounting band-aids. Your district director will be your friend if you keep your cupboard well organized.

Action—Knock at the door and yell from boy who was smoking.

Narrator—The director has finished checking and goes to the door. Note that this is the boy who was smoking when the director came to the playground this morning.

Boy—Hey, give me a basketball.

Play Leader—Oh, hello! Sure, I'll have one ready for your group in a minute. (Goes for ball and visits for a minute. Then . . .)

You know, I'm interested in this neighborhood and I hope that you have a good time this summer. Say, I'd like to explain a little matter. It's about smoking on the playground. You know, you older fellows have to help with those little fellows. We have to watch out for them. That's one reason I wish you wouldn't smoke here. I certainly would appreciate your cooperation.

Narrator—The point to be emphasized is that the director did not stop the smoking when he first came to the playground. He did not tell the boy to stop in front of his gang. Probably no playground staff will be completely satisfied with results in attempting to curb smoking. However, every play leader should use his influence. Be sure that your playground is a place where good habits are learned.

SCENE III—ANOTHER DAY—BULLETIN BOARD PROMOTION

Narrator—We shall assume that, in this scene, the children range from twelve to fifteen years of age. The director is working at the bulletin board, posting notices of special events and classes.

CURTAIN RISES

Action—Children become curious and gather. Director tells of special classes in response to questions regarding

dance class, chess, arts and crafts, nature games. "Oh, coach, our playground is listed here." "Sure enough! Yes, we will have arts and crafts." On what days and costs are discussed.

Narrator—The bulletin board is a wonderful medium for advertising. It can be made the focal point of the playground where young and old, neighbor and passer-by can come to find out what's doing. It must be kept alive and active. A dead bulletin board is a false front. On many grounds the cooperation of children has been secured in helping to keep it up to date.

While the director was busy, an irate man has rushed to the playground, propelling his son, who was drenched with a water pistol. This situation calls for diplomacy and tact.

Man—Listen, Mr.! I pay taxes and this has to stop. What's the matter here? My son came home crying. He was soaking wet.

Action—Director is sympathetic and understanding. He wins the confidence of the parent and then takes him to bulletin board to tell him about the nature lore camp trips.

SCENE IV—WEDNESDAY—L.O. GAMES

Narrator—In planning and preparing for these games, careful consideration must be given to the following requirements: 1.) a definite location, 2.) an area clear of apparatus, 3.) no interference, 4.) an area that can be readily supervised, 5.) markings, 6.) an area away from a drinking fountain.

You have been hearing much about these factors so they will not be accented here. However, you will want to make some observations in this next scene. We have a low-organization game in progress and you will see one situation which is common, but which can and must be corrected.

CURTAIN RISES

Action—Tag ball is being played, but there seems to be much interference. (Play game one minute). Boy on bicycle rides through. Director sees this but says nothing (one minute). Another boy comes in and kicks or bats ball (one minute). Bike rider again coasts into game, doesn't see director who is ready, stops him and explains ordinance.

Narrator—The director is explaining the seriousness of the offense and the bicycle ordinance to the rider. Every play leader has been given a copy of this rule which states that riding bicycles on playgrounds is illegal. The police department offers us this cooperation. Through your district director, you may file warning cards at the district station. We have heard the procedure from the inspector. We have the tools if we need them. We should use them.

SCENE V—INTERFERENCE WITH GIRLS' PROGRAM

Narrator—At the beginning of the season, boys and girls do not, as yet, have good play habits. In the above scene, we witnessed incidents which necessitated that the director make corrections. In SCENE V we again see

interference with the program. Here, some boys have a good time at their favorite pastime of teasing the girls.

CURTAIN RISES

Action—Boys run through "Pin Snatch," ridiculing the girls' game. Boy takes equipment and runs. At sandbox, they pantomime throwing sand, and the bigger boys monopolize sandbox.

Narrator—Overplayed? No! This situation is not uncommon, especially early in the season. It is not only the responsibility of the directress to handle this problem; it also should be discussed with the district director, for the boys need game activity to satisfy the instincts and urges which prompt them to molest the other sex. This is a two-way problem. The girls do not run through the boys' games, but, sometimes, during a boys' game, two or three girls will come over to the boys' side and just stand. Then two or three boys drop out and the game breaks up. This situation is the joint responsibility of the director and the directress.

SCENE VI—ACCIDENT—FIRST AID

Narrator—In the next scene, a game of "Beater Goes Around" is in progress. Again we see the bicycle rider violating rules. In this scene you will observe procedures involved in calling for an ambulance if and when an accident occurs. Please do not have any misgivings about accidents. There will be some grounds which will have no accidents of significance. Yours may be one of these. This situation is given, however, so that you will understand what to do in case of emergency.

CURTAIN RISES

Action—Boys are playing. Boy on bicycle rides into the game. Players gradually get sore—"Oh, cut it out" is heard. Finally one of them chases the rider and the latter runs into, and knocks down, a child.

Narrator—Now we have the accident situation and one of the "musts" of playground conduct will be observed. Every playground leader should have nickels on hand. On the first day, every play leader must locate the nearest available telephone. Is it in the school? If so, its use must be approved. Is it in a filling station? A neighbor's house? Not knowing where a telephone call may be made in an emergency constitutes negligence. The director should have change handy to call the ambulance. Some directors tape it near a phone.

Action—The director calls the ambulance. He tells why he is calling, who he is, his position and from where he is calling. He gives the type and seriousness of the accident, the sex and age of the child. (Action stops before ambulance appears.)

Narrator—The ambulance has departed for the emergency hospital with the child; but the squad car officers have remained at the request of the director, who gives them information about the boy and his previous bicycle violations. He files a complaint against the boy, giving them his license number, name and address.

SCENE VII—PLAYGROUND STAFF MEETING

Narrator—Operating a playground is a job, as you

have now discovered if you did not know it before, that requires planning and coordination upon the part of all of the members of the playground staff. It is essential that occasional playground staff meetings be held. The next scene will show some of the situations which might become real problems and which should be given consideration by the entire staff. You will want to discuss these with the district director. Suggested times for such round-table discussions are after the playground closes, before the playground opens, before or after a Saturday class or, if necessary, sometime during the day on the playground. You will observe the tendency for problems to be resolved when the staff thinks together about them and agrees on common procedures.

CURTAIN RISES

Action—Discuss any of the following topics—danger of bicycle riding, number of offenses:

- a. First time
- b. Second offense
- c. Parking—as a solution

Police cooperation. Have you met our policeman?

- a. General discipline
- b. Discuss the event of the afternoon—nickels, the call, first aid

Talk about field day, swings or first aid. The assistant director may say that he is confused about giving first aid and the director can start explaining. Then the narrator picks up the story.

Narrator—You can see the need for, and the value of, the playground staff meetings. May we again emphasize that the playground program always runs more smoothly if the entire staff understands, agrees upon and follows definite policies and procedures.

SCENE VIII—FIRST AID

Narrator—The American Red Cross is cooperating with us in presenting this next scene. There always are questions about what constitutes first aid, questions which most of us can answer if we are not under pressure. We have all had first-aid training, but we sometimes become confused when an emergency arises.

There are a few fundamental rules which should be followed in all accidents requiring first aid. One fundamental is that we, as play leaders, must remember that we are not doctors. We give first aid *only*. Mr. Schneider of the American Red Cross will direct this scene and we are grateful to him for his cooperation.

CURTAIN RISES

Action—Stress first aid only. Typical injuries are portrayed by signs in the hands of the injured: broken arm, back injury, bruises—elbow, burns—knee, sprained ankle, head injury, heat exhaustion, sunstroke, sunburn, yesterday's injury—knee for redressing, nose bleed.

Narrator—Thank you for this needed information. We appreciate having you with us. Just a word about playground first aid. Do not splint. Do not move the patient, unless giving treatment for sunstroke or some similar case. The injured should remain quiet; *call the ambulance immediately*.

(for girls)

ARTS AND CRAFTS



Peanut Dolls—Make dolls with peanuts by sewing them together, lengthwise, in body shape, with arms and legs attached. Use strong, heavy thread. Paint the feet black. Use poster paints and put in face with colors. Sew clothes to fit and glue or sew on hair of fine yarn.

Block Belts—Cut ten to twelve blocks from thin wood one-fourth inch by one and one-half inches by two inches for size. Drill three-sixteenths-of-an-inch holes in four corners, far enough in so that the lacing will not pull them out. Sandpaper all edges and surfaces until smooth. For variation, sharp edges may be chamfered or rounded. Lace with rawhide, using own desired method—crisscross lacing on one and straight on the other or cross between blocks. Knot in front, and let lacing fall in strands.

Cloth Pictures—Draw pictures lightly upon paper. Instead of painting, use pieces of cloth, cutting cloth the proper size and color and pasting into the picture. Another interesting effect can be obtained through using a cloth background with painted figures.

Totem Pole Toothpicks—These are used as sandwich markers for parties. Using heavy paper, cut out such designs as an egg, peanut, flower, animal and so on. Mount on cocktail toothpicks and paint in bright colors.



A Few Helpful Books

Arts and Crafts—A *Practical Handbook*, Marguerite Ickis. A. S. Barnes and Company, 101 Fifth Avenue, New York 3. \$3.75.

Book of Little Crafts, A. Margaret Powers. Chas. A. Bennett Company (formerly The Manual Arts Press), 237 North Monroe Street, Peoria, Illinois. \$3.25.

Nature Crafts, Ellsworth Jaeger. The MacMillan Company, 60 Fifth Avenue, New York 11. \$2.49.

Things to Make from Odds and Ends, Jessie Robinson. Appleton-Century-Crofts, 35 West 32nd Street, New York. \$2.00.

Recipes for Fun

NATURE ADVENTURING*



Nature adventuring, as a part of the camp program, is nature observation with a purpose—not just knowing plant and animals by name. It is a skill to help campers become better outdoorsmen, better campers. It may grow into a lifelong hobby; it may some day save their lives. Nearly every camper wants to hike through wilderness areas, sail to out-of-the-way places or pilot an airplane. Nearly every camper has heard of explorers or aviators who, in cases of emergency, have been forced to live off the land until help arrived. Nature adventuring is a part of the camp program that provides basic training in wilderness living; it gives campers a “reason why” for knowing plants, animals and how they live. The following program has been adapted from the United States Naval Survival Program and the Boy Scout Nature Adventuring Program, enabling a camper to qualify, through practice and tests, for various classifications of adventurers.

A NATURE TRAILER

A Nature Trail Test

1. Locate a section of a nature trail.
2. Build a part of a nature trail, identifying fifty common plants, animals or birds.
3. Make ten signs describing and identifying plants, animals or birds.
4. Make ten observational or purposeful signs for the nature trail.
5. Show correct use of axe or hatchet.

A WILDERNESS CAMPER

A Wilderness Camping Demonstration Area Test, “W.C.D.A.”

1. Build a cooking fire, showing use of tinder, kindling and a one-match fire.
2. Recognize, prepare and cook wilderness native plants, using number ten tin cookery, and include either cooking:
 - a. A mess of greens or
 - b. A meal of edible roots.



*Tentative program for basic training in wilderness living, used by the Vermont Department of Recreation, suggested by Harold W. Gore, Camp Najerog.

- c. Cooked or raw fruits or drinks.
- d. Preparing tea or other drinks.
3. Make lines and cord from bark.
4. "C.C.C.C." i.e., catch, clean, cook and consume a fish.
5. Make several bark utensils.
6. Make a fire-making set.
7. Make an emergency shelter.
8. Make a ground bed.

A ROBINSON CRUSOE HIKER

A Wilderness Camping Leadership Test

Demonstrate to a group:

1. Use of a nature trail as training for recognizing plants and how they may be used in wilderness living.
2. Use of the W.C.D.A., including:
 - a. Practice in collecting plants or rope.
 - d. How to make bark utensils.
 - e. How to make a fire-making set.
 - f. How to make an emergency shelter.
3. How to make water safe for drinking.
4. Wilderness first aid, including personal first aid, Junior First-Aid Certificate.

A NATURE ADVENTURER

A Training Hike Test

Go on at least three nature adventuring training hikes—short exploring day hikes to find plants useful for food and fiber; become accustomed to not harming the area and to practice fishing. This is basic training for survival hiking.

A SURVIVAL HIKER

The Final Nature Adventuring Test

Take, and successfully complete, an overnight hike, actually living off the land as far as possible, depending upon native materials for shelter, bed, food and water. This will be the final experience test in nature adventuring and may be a Lost Pilot Hike, a Paratrooper Hike, a Wilderness Camping Canoe Trip, a Robinson Crusoe Hike, or all, to use the adventuring knowledge you have gained.

Recipes for Fun

(for boys)

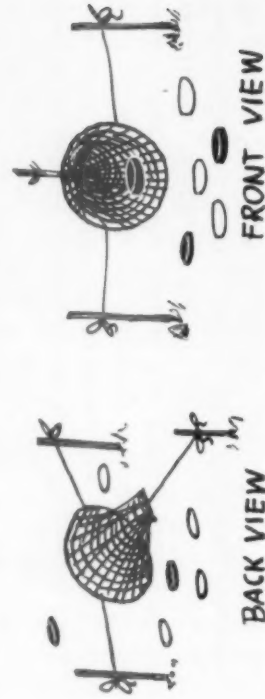
ARTS AND CRAFTS*



Totem Poles—A soft wooden block and a jack-knife are all the tools needed for this project, which will keep boys interested for hours. Have them look up authentic totem pole design at the library, then trace or sketch on a block. Cut main details in wood first, then cut away finer details. Sand-paper and paint with bright colors. For large poles, a chisel and mallet are needed, but designs can be the same. Mailing tubes can be painted with totem pole design, a cap added as a top, and the finished product becomes a pencil holder.

Knot Board Plaque—Cut a piece of plywood eight inches square. Print or form the word "Knots" with cord at the top of the board. Teach types of knots and their uses to the boys. After each knot is learned, have them tie one with similar cord and glue it on the knotboard, with the name printed underneath. Fasten screw eyes at the top of the board and run a cord through, so that the plaque can be hung in the boy's room.

Game of Skill—Salvage an onion bag or similar material; sew on to a barrel hoop cut to the size of the material. Suspend the target between two uprights. The tail ends of the sack are tied to a dowel, which, in turn, is tied to a third upright. Make six disks, six inches in diameter, of plywood or pressed wood. Paint each with a different bright color and number them one to six. Play the game in two rounds. Throw disks from a fifty-yard base line, using one set of disks in one round. Count only the disks remaining in the sack. Highest score wins. See diagram.



*Activities sponsored by the Vermont Department of Recreation, prepared by Myrtle Blake, Springfield.

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PERSONNEL

FIELD PROBLEMS IN RECREATION WORK

THE FOLLOWING general problems, based upon actual experiences of students graduated from the Curriculum for Community Leadership in Recreation, were abstracted from personal letters and individual conferences.* They are presented here for the purpose of stimulating study by students preparing to take beginning positions in the field.

What are some common problems encountered by these students as they take positions in a variety of settings?

1. *Most students lack sufficient background of education and experience to cope effectively with all aspects of the job.*

These lacks include record keeping, budget management, supervision, scheduling, program planning, office procedures, general administration.

2. *Most beginning workers experience difficulty in recruiting, training and supervising volunteer leaders.*

Many agencies depend heavily upon volunteer workers, but lack an over-all integrated plan for utilizing such volunteers in their total program.

3. *There is an almost universal insufficiency of funds for programs.*

Financial problems include lack of money for operating expenses as well as for capital expenditures.

4. *Most beginning leaders experience uncertainty about their progress.*

Many agencies fail to give professional workers complete *job descriptions* which include clear-cut analyses of the position. Fuzziness about what is expected of the worker frequently results in unanticipated criticism from administrative superiors as well as

from agency constituents.

5. *Conflicts with administrative superiors or co-workers are encountered in some instances—based upon temperament, standards of work and differing methods of working with people.*

Errors in judgment by the beginning worker, coupled with authoritarian attitudes and “boss” methods, frequently produce conflict situations.

6. *New workers often have great difficulty in dealing with constituents.*

Lack of finesse and “know how” in coping with discipline problems of children and youth, in gaining and holding participant interest and in furthering objectives of the agency are sources of great disillusionment.

7. *The beginning worker often is loaded with too many different responsibilities at the outset with which he is unfamiliar.*

Confusion is the natural aftermath of the agency employer's expecting the new worker to handle a myriad of duties with insufficient orientation.

What attitudes should a beginning worker develop which will enable him to do a better job of coping with these problems? He must:

1. Be fortified with the realization that most people, staff and constituents, will expect more from him than he is capable of handling at first.

2. Realize that learning how to deal with people and their idiosyncracies is more important than learning to lead activity skills per se.

3. Be willing to start at the bottom of the occupational ladder. Many menial tasks beneath his dignity will be assigned to him . . . He must be willing to dig in and do them to prove his worth.

4. Know and use the language of the people with whom he works. So-called professional terminology should be generally reserved for staff com-

munication . . . but the important job of communicating to constituents calls for simple direct language.

5. Be proficient in one or two general areas of recreation activity. Although he may generally be a supervisor or coordinator of activities, he will be expected to produce in direct leadership positions as well.

6. Be willing and ready to work long hours—at odd hours. He works while others play, frequently working later after others are through playing.

7. Expect and tactfully demand a clear-cut and complete job description of the position he accepts. He should expect modifications of this description, but should have definite understandings as to the full meaning and implications of such changes.

8. Be ready at all times to explain *why* he operates as he does, as well as to tell what he is doing.

9. Expect a minimum of compliments and appreciation from others for his work. Any unsolicited commendation always should be gratefully and modestly accepted as a “bonus.”

10. Be patient with the status quo, even though he is not satisfied with progress being made in meeting problems and needs. Progress in recreation, as in every other field of endeavor, comes through *evolutionary*, rather than *revolutionary*, processes.

11. Follow the sound policy of “doing one thing well along one line, at one time.” Progress usually is made by shooting with a rifle rather than with a shotgun.

12. Give other people plenty of credit for their accomplishments, no matter how insignificant they may seem. They'll love him for it.

13. Keep his mind receptive to criticism and constructive suggestion.

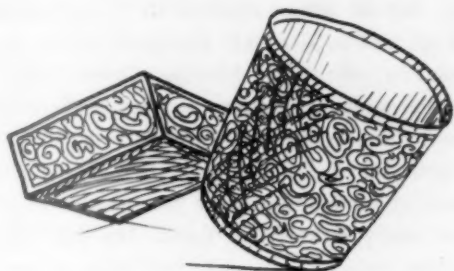
14. Stay healthy—physically, mentally, emotionally, socially. He must always be a stimulating example of a well-balanced personality.

15. Keep pace with progress in the recreation field. Knowledge, insight and power to communicate new ideas to others are the essence of recreation leadership in the best sense. A well-founded faith in the contributions of recreation to personal and social development is the lifebuoy to prevent sinking in moments of disillusion.

*Prepared by PROFESSOR MARVIN RIFE, Coordinator, Curriculum for Community Leadership in Recreation, Education Building, University of Wisconsin, Madison 6, Wisconsin.

How To Do IT ! by *Frank A. Staples*

Decorate your wastebasket, trinket box, or wrapping paper.



All you need ~

1. White paper.
2. Paper cement or paste.
3. Enamel paint.

To Do IT !

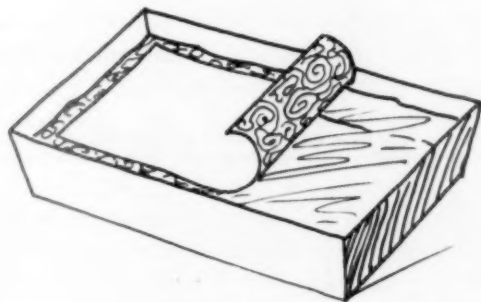
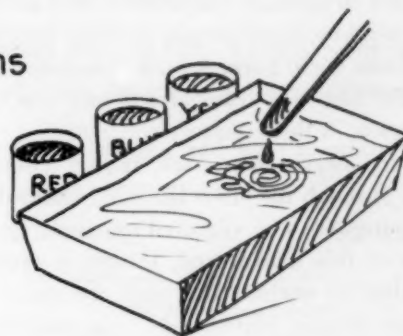
1st. Fill large shallow pan two-thirds full of water.

2nd. Sprinkle small amount of enamel paint on surface of water.

Use as many colors as desired.

3rd. Move enamel paint into interesting patterns by blowing on surface of water.

4th. Place white paper on surface of water. Then lift it from the water. The enamel swirling pattern will be transferred to the paper.



5th. Dry paper and press smooth. Then paste to object. Trim and finish edge with masking tape.

Note ~ You can decorate any surface with this marbled color pattern.

A candle can be rolled over surface of water. Cloth can be decorated. Wooden, glass or metal objects can be marbled.



BEFORE. The East Pond after the water was pumped out and before fill was started. This picture was taken in July 1949.

A COMMUNITY

A new municipal swimming pool, thanks to almost unparalleled community cooperation and the indomitable spirit of neighborhood people, recently became a reality in Glens Falls, New York. An old abandoned quarry pool, 500 by 250 feet, was transformed into one of the finest outdoor pools in this country.

The story begins way back in the 'twenties, or before that. Through the years the pond claimed the lives of several youngsters who ventured too close. People became conscious of this hazard and, though a protective fence was installed to encircle the pool, the more progressive minds were already planning to make sure that the tract of land, some fifteen acres, would be utilized by the city. A referendum in 1929 gave the city the right to purchase those acres. Yet what probably shows best the spirit and foresight of these people is that adjoining lots were purchased by individuals and eventually resold to the city for actual cost, thus adding five acres to the fifteen already owned.

Meanwhile, these individuals gathered together and formed an East Neighborhood Association, which had as the preamble to its constitution this thought: "Having at heart the common welfare, we associate ourselves as the East Neighborhood Association to build strong neighborhood spirit, to make leisure hours constructive and recreation wholesome." And, then, this civic group went ahead and, in their spare hours, spent much time in leveling the terrain, developing ball fields and making the area—all but the pond—usable. To reclaim the pond, though it was "off limits," was the big desire of all group members.

However, the campaign to transform the quarry pond into a swimming pool was to be delayed, first by the

depression of the 'thirties and then by World War II, before it was revived again. Hearing that the city was investigating the health angles of such a move, the association became especially active. It had continued in operation during the war years, sending a monthly newsletter to the boys in the services. First this letter was limited to the boys from its own area and then was sent to anyone who requested it. So the machinery was all set up, and needed only the spark of that investigation to touch it off again. Meetings were held by E.N.A. officials frequently before the law makers yielded and afforded the recreation commission of the city a special appropriation of \$1,500 to start work on the draining of the pond, the cleaning of the fungus and so on.

That really lighted the flame. On July 20, 1949, the recreation commission accepted the money—and the East Neighborhood Association dug in. On July 22, a general contractor started pumping operations and, within seventy-two hours, eight million gallons of water had been drained off through the fields. The cleaning processes were started, and the public at large sat up and took notice. Several citizens gave moderate-sized donations and the East Neighborhood Association went on a financial drive—realizing just about twice the amount that the city fathers had made possible. It was then that the possibility of completing the project became more than a vision, a vision shared not only by those who were active in the project, but by the city and surrounding community. The public was definitely behind the project, and the newspaper stated editorially: "From our viewpoint, the best part about this project, in its current stage at least, is its demonstration that we still have citizens who don't depend solely upon government to do things for them, who are willing to work for what they want in their community. This is, one sometimes fears,

TAKES A HAND

Daniel L. Reardon

AFTER. A quiet, mid-summer afternoon, after completion of the new pool. This photograph was taken one year later.



MR. REARDON is recreation superintendent, Glens Falls.

a vanishing trait of American community life."

The fever caught. When it came time for fill, a quarry operator donated stripping for it, taking his shovel from the rocks for week ends; sand was donated or sold for operating costs alone; truck drivers gave their services and trucks for gas; the male members of the E.N.A. did the manual labor; and, soon, what had been a dream of years became a reality. Almost one month to the day from the time operations started, the last load was brought in to the beach and the water was permitted to start back into the pool. Working only week ends, this group of neighborhood people had negotiated better than eight thousand yards of fill into place—had accomplished an estimated job of twenty thousand dollars for a little over three thousand dollars actual outlay.

But the work was not all done. Much more remained to be accomplished, and the recreation commission was entrusted with the further development of the beach. The East Neighborhood Association started out after a bathhouse—or was it to be more? In May 1950, after many meetings, the E.N.A. and the city fathers agreed on the purchase of a 230-by-92-foot frame building, for ten thousand dollars of city money, if the E.N.A. budget would transport it to Glens Falls. This was done.

In June 1950, the pool was officially opened for swimming. A six-thousand-dollar budget allotment to the recreation commission had made possible everything necessary to comply with the health angles, including a chloroboat (costing better than half of the expense) to chlorinate the water according to the required standards. For the season of 1950, a shift of six lifeguards was kept busy caring for up to one thousand swimmers per day, in weather which was not considered ideal for swimming.

Last fall, through a donation from the Community Chest, a contractor engaged by the E.N.A. installed the footings for the bathhouse section of the building at actual cost. This spring, it is hoped that the already-started building will be finished by the time of the opening of the swimming season, so that the pool and its resources can be enhanced by dressing rooms, toilets and all the other conveniences necessary to qualify successfully for continued acceptance by health authorities.

The eventual development of the property will include a picnic area, seating facilities for baseball and football, tennis courts and, eventually, the construction of the remainder of the community center building. It will be a realization of the dreams of many who are now grandparents, bring out the youthful interest of many fathers and mothers and give the youngsters of today a high standard of accomplishment to equal.

This project was definitely undertaken "for the youngsters," and has been a most successful symbol of community effort. Without the sweat and toil of the neighborhood people, without their having the project at heart, this long-dreamed-of and much-talked-of effort probably never would have been started. The spark wasn't set by a long-planned city movement nor made possible by a philanthropist; just plain folks did it all.

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PLAY PROGRAM

Summer fun for four-to-eight-year-olds

"IT'S BEEN A SUCCESS and, besides, it's been fun." This was the sentiment expressed by the twenty-one mothers who completed the first season of a summer playground program designed for pre-school children of the Hazeldell-Iowa-Maple school district in Cleveland, Ohio.

At first glance, this may not seem like such an unusual project. However, when its origin and development are considered, it is an achievement in many ways. First of all, the program got its start as the result of a small PTA study group of mothers of pre-school children. After several weeks' exploration of the needs and problems of their youngsters, they keenly felt the need for supervised summer play for these small tots who often get lost in the shuffle in the regular playground programs. Secondly, they concluded that it was possible for them to do something to meet this need—preferably with help, but if not, on their own. And so they began.

They met with some individuals in the community who knew the available resources—neighborhood newspaper editors, a representative of the neighborhood property owners' association and members of the area community council—to discuss possible types of program, possible locations and so on.

As a result, a committee of mothers discussed their proposals with the city recreation department and secured the use of a portion of one of the neigh-

borhood parks, or the school playground, with permission to restrict its usage to the PTA play program during scheduled hours. The department also agreed to provide balls and other small-games equipment.

In order to get some idea of the response from potential participants, a notice was sent home with each school child, briefly stating the possibility of the program, asking return of the blank to indicate interest in having the children attend, noting preferred location and willingness of the mother to volunteer her help. The response indicated that the best location was in the park and that fifty-six mothers would be interested in helping. The gap between fifty-six and the twenty-one who actually worked in the program is accounted for by the fact that many of the mothers lived quite a distance from the selected location.

As plans progressed, it seemed necessary to train the mothers who would actually participate in the program. Therefore, four sessions were held at the school under the leadership of two of the PTA members who had had previous professional recreation experience and training. These sessions were devoted to the specific types of activities desirable for children four to eight years of age, including active and passive games, crafts, music and stories. At one meeting, a staff member from the Nursery School Association discussed the psychology of pre-

school children and the preferred methods of handling them in group activities. At another meeting, a children's librarian gave pointers on storytelling. An effort was made to keep a "light touch" to insure an informal, flexible program and a sense of self-confidence in the ability of untrained volunteer mothers to provide a satisfying experience for both the children and themselves.

And so the plan evolved. The dates were set for a six-weeks' program, three mornings a week, to be held in Forest Hills Park. The plan of organization required an over-all captain for the program as well as a captain for each of the three days who would be responsible for the planning of special events and for checking on the four assistants scheduled to help her.

A registration system provided for securing the name, address, phone number and age of each youngster. Each card was checked with a black check if the child was permitted to attend by himself, with a red check if he was accompanied by his mother or another person responsible for him. As each child enrolled at each attendance, he was given a numbered tag to correspond with his number in the general file. This supplied the captain in charge with a double check, to insure the safety of each participant. The date was then stamped on the child's file card for each attendance.

Through the excellent cooperation of

the three neighborhood branch libraries, it was possible to schedule a special story hour, directed by a children's librarian, once each week. The city recreation department also made possible a visit from the Traveling Zoo.

One of the mothers who lived at the edge of the playground area rendered yeoman service by providing storage space for equipment, telephone use for emergencies and other services.

The program opened on June nineteenth with the registration of forty-eight children of ages three to nine. (The original plans called for age limits of from four to eight, but a few exceptions were made.) It speaks well for the women in charge that the first day was a most exciting one for the children, that all went "without a hitch" and gave real satisfaction.

The entire program was planned so that it would be flexible and informal. A typical day went something like this:

9:30 a.m.	Flag-raising and singing.
9:45 a.m.	Active games.
10:15 a. n.	Quiet games, handcrafts or storytelling.
11:15 a.m.	Flag lowering and songs.

The children were divided into groups of four-to-six-year-olds and seven-to-nine-year-olds, for all activities except the opening and closing ceremonies and special events. Games and handcrafts varied according to the skills and tastes of the leaders. These included such things as finger painting, the making of Indian hats and pinwheels and poster making.

Unfortunately there is no adequate way of measuring the success or failure of such a program. However, the expressed satisfaction of the mothers who participated, the thanks of those whose children attended, the eager response of the children—all these indicate that for a first year it had many elements which were good. The following table may also substantiate the claim to success.

Statistical Report

Total registration	168
Total attendance	851*
Average attendance	56
Number of days of program.....	15

*Figure does not include non-registered visitors.

REGISTRATION BY AGES

7 years of age 35	5 years of age 26
4 years of age 34	8 years of age 17
6 years of age 31	3 years of age 9
9 years of age 3	

ATTENDANCE BY AGES

Age	1-6 times	7-12 times	13-14 times	Number Enrolled
3 years	5	4	0	9
4 years	23	11	1	34
5 years	19	7	3	26
6 years	14	17	6	31
7 years	26	9	1	35
8 years	13	4	1	17
9 years	3	3

It is interesting to note that the six-year-old group had the most regular attendance record. Also, among the children who attended only once, twelve asked to be registered on the day of the zoo trip and then did not attend again.

Within a week following the closing of the program, double postcards were sent to those families whose children had attended more or less regularly. These cards, made up with a half to be returned, indicated our pleasure in helping the youngsters to have a happy time and asked for return information concerning the child's experience. Specifically, the questions asked were: Has the play program helped your child? How? If you have a child seven to eight years of age, was the program a suitable one? Would you like a similar one next year? Would you be willing to help if the program is repeated?

Out of about seventy-five cards sent out, thirty-two were returned—many giving specific answers. Typical of these were: "My daughter seems to share and cooperate better with other children"; "It made him more congenial"; "Made him feel more independent"; "It gave him a planned program of activity. He called it 'my camp'"; "The idea of leaving mother for school has been established"; "More independent, the children continue entertaining themselves, doing the things at home. They make a better evaluation of casual playmates, and it gave them something for which to look forward." There was some indi-

cation that the program had not been quite mature enough for the older children. A large percentage of the mothers agreed to help if the program is planned for another summer.

In conclusion, it seems that the project has proved of value in many ways. First, it provided interesting, safe play for a sizeable group of pre-school youngsters for a portion of the summer. Second, it established a precedent for such a program staffed by volunteers. Third, it was accomplished at a minimum of expense—under ten dollars—and with a minimum of equipment. Fourth, the relationship established between the women who decided to "do something other than criticize" in order to meet their children's needs has been a rich and meaningful one.

On the basis of this experiment, it seems desirable to recommend that some such program be continued, possibly enlarged, either under volunteer auspices or, preferably, with at least one experienced, paid leader who would supervise the volunteers at more of these centers.

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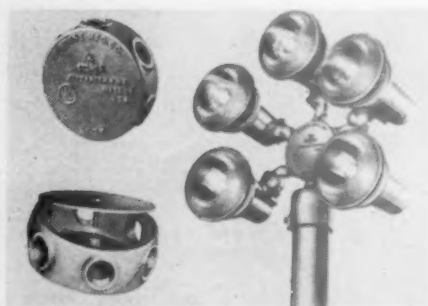
Recreation

MARKET NEWS



Outdoor Floodlights

New, weatherproof cluster lights for outdoor protective lighting, recreation areas, parking lots, boundary fence lighting and other outdoor uses are provided with the new Stonco Cluster Box Number 25, announced by the Stone Manufacturing Company of Elizabeth 4, New Jersey.



Designed to conserve critical aluminum, the new unit combines tough aluminum alloys that are precision die-cast under tremendous pressure to provide greater structural strength with less aluminum by weight than in conventional wiring troughs. A removable cast aluminum cover plate, sealed with a heavy cork gasket, provides quick, easy access to inside wiring and speeds up installation and the addition of supplementary lampholders. Each box has six holes tapped one-half-inch IPS to take from one to five standard lampholders for standard 150-watt, 200-watt and 300-watt outdoor weatherproof reflector bulbs. Accessories immediately available include slip fitters for pipe mounting and brackets for wall mounting, although mounting directly to one-half-inch conduit is made without accessories.

Model Aviation Kit

The Plymouth Motor Corporation,

sponsors of the International Model Plane Contest, are offering special courses and materials, in kit form, to recreation departments, schools, civic organizations and clubs at nominal cost. These kits, AMA (Academy of Model Aeronautics) approved and meeting every requirement for AMA competitive flying, are designed to guide a model builder through a group of well-chosen model types which ultimately prepare him for competition. Complete with photographs, drawings, illustrations and step-by-step directions, these kits are also proving to be invaluable to leaders and teachers with no training in model aircraft, as well as to those who are experts, in helping them to organize and teach their model aviation groups. Interest in this hobby with a purpose—to build character in young Americans—is becoming more and more widespread. In Detroit, Michigan, model aviation is a featured course in the public schools; in Cincinnati, Ohio, model aviation is a regular activity of the city recreation department; and, in many cities, it is included in the program of the various service clubs.

Further information regarding the Plymouth Aero League program can be had by writing to the Contest Manager, International Model Plane Contests, Plymouth Motor Corporation, Detroit 31, Michigan.

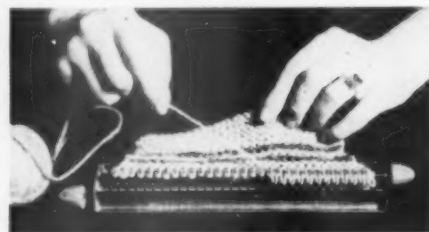
For Camp Directors

Artvue Albums solve the problems of camps seeking a more effective way of advertising their merits. Utilizing actual photographs of camp scenes and activities, plus printed details, the albums can be mailed directly to prospective candidates at the rate of two cents each or sold as mementos.

To order these albums from the Artvue Post Card Company, 225 Fifth Avenue, New York 10, New York, send eleven photographs of your camp, with titles for each—ten of these photographs to be used for the inside folder and the eleventh for the cover design. The minimum order must be for one thousand albums, which sell for 16½ cents each. Two thousand albums cost 14½ cents each; four thousand, 12½ cents each, with prices including the cover art work, cover title and the title for each inside picture.

Knitting Machine

The Knitmaster precision knitter is a new development in knitting machines. Fabricated of steel, the machine makes non-curling fabric up to thirty stitches wide—approximately eight inches—and as long as desired. Scarfs, hats, berets and mittens can be made complete on the machine, while larger articles—such as afghans and sweaters—can be made in strips and then sewed together.



The knitting operation consists of three simple steps: winding yarn on the pins; releasing the previous row of stitches with one movement; "casting over" the new row of stitches with a few sweeps of the hand.

The major advantage of the Knitmaster is that simple stitches need not be individually cast over—making this an ideal device for young and old who have never knitted before and who wish to create useful articles.

In addition, the fact that the Knitmaster is a machine makes it especially suitable for the use of men in occupational therapy who wouldn't be seen with a pair of knitting needles in their hands, but to whom the Knitmaster proves a challenging tool. For further information, write to the Ainslie Knitting Machine Company, 740-750 Grand Street, Brooklyn, New York.

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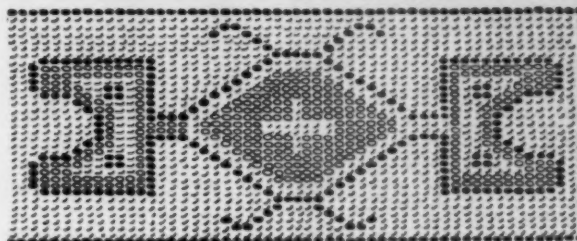
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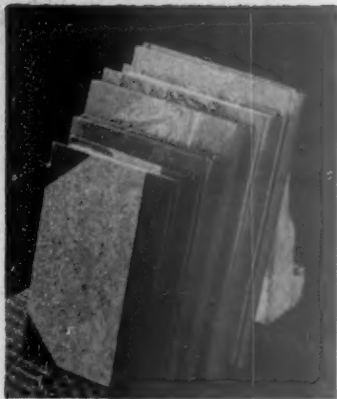
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new Publications

Covering the Leisure-time Field

More Fun in the Water

Eidola Jean Bourgaize. Association Press, New York. \$2.00.

Published in February, in plenty of time for those who are planning a summer water program, *More Fun in the Water* is not a book on swimming techniques but, rather, a progressive presentation of water games. Starting with games for the non-swimmer, under the title of "Fun for the Landlubber," it proceeds step-by-step, in every succeeding chapter, with games which require more skill in the water and which will help the beginner to improve his swimming ability. "Today there are many water games which are fun, exciting and *safe*," writes the author. "Most of these games are modern but it has taken centuries to develop them." He gives special credit to the YMCA aquatic program for experimenting with, and testing, such games through the years. Water stunts, contests, parties and pageants also are included. Some of this material will be reprinted in the June issue of RECREATION.

High School Intramural Program

William W. Scheerer. Burgess Publishing Company, Minneapolis, Minnesota. \$2.00.

This manual, designed to help the coach, faculty member or anyone interested in promoting an intramural sports program in high school, contains an excellent selection of games, contests and tournaments which also should be very useful to the recreation director. Its publication is the result of a study made under a grant from the Carnegie Foundation, augmented by study through the Intramural Section for the College Physical Education Association.

The aim of intramural sports programs is to reach as many students as possible with sports that will have a carry-over value long after the students leave school. Clear and well-tested rules are given for such games and sports as touch football, basketball, one-half court basketball, softball, six-player softball, ping-pong or table tennis, horseshoes, golf, track and field meets and so on.

State Recreation

Organization and Administration

Harold D. Meyer and Charles K. Brightbill. A. S. Barnes and Company, New York. \$3.50.

Dr. Meyer and Mr. Brightbill, collaborating again as authors, have prepared an interesting book upon the important subject of state recreation services. Designing the book primarily for students as a classroom text, they have compiled and presented a great deal of helpful information upon recreation services available primarily to communities through the many different kinds of state agencies which offer these services—recreation, education, welfare, health, library, park, forest, fish and game, highway, planning, resource development, youth agencies, universities and the cooperative agricultural extension services.

The authors profess a "strong conviction that certain patterns of procedure and structure, adjusted to local conditions, will result in the maximum of desired results" in providing state recreation services for communities. It is clear, from the arguments presented and from the bulk of the material devoted to state recreation commissions, that their conviction is for such commissions. The book also

offers a great deal of very informative material concerning the North Carolina, Vermont and California programs which were established by legislative action between 1945 and 1947.

In addition to the material on existing programs, Dr. Meyer and Mr. Brightbill include chapters on the administration of state recreation; the development of state recreation services, surveys and inventories; legislation and the coordination of state recreation; finance and staff.

High Times

Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York. \$2.50.

This book was published several months ago, but the exigencies of space prevented its review. It's much too good to let pass, however! In fact, it's the answer to fervent prayers for new, sparkling ideas for that so-hard-to-plan-for group—the teen-agers and young adults.

First of all, it's *full* of themes—themes for banquets, proms, parties, dances and other social affairs! Glamorous themes, amusing themes, original themes—with just enough on decoration and programs to get the group going. But it also gives new and really good ideas for decorations, favors, publicity, invitations and what to plan for the program.

Anyone who works with groups of young people in planning dances, banquets and such affairs knows how much a book like this is needed. Every leader of such groups should sit right down and order a copy from the publisher. We heartily recommend it!—*Virginia Musselman*, Correspondence and Consultation Bureau, National Recreation Association.